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ABSTRACT

This paper presents findings of a study that investigated the supply and demand of school administrators in Nebraska and their levels of job satisfaction. Methodology included: (1) an analysis of Nebraska Department of Education data sets; (2) three different surveys each of 100 teachers and 100 school administrators; and (3) a questionnaire of 150 members of the Nebraska Council of School Administrators. Findings indicate that 52 percent of administrators will be eligible for retirement within the next 10 years, leaving a shortage of experienced, qualified administrators. Concerns are expressed about the quality and quantity of administrative applicants, the rising demand for high-quality administrators, the underrepresentation of women and minorities in administration, the need for aggressive recruitment of administrative applicants, and the need to integrate improvements in preparation programs. A total of 32 tables are included. Appendices contain copies of three questionnaires. (LMI)

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Supply and Demand of School Administrators in Nebraska

A Product of a Task Force of the
Nebraska Council of School Administrators
and the
Department of Educational Administration
University of Nebraska-Lincoln

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EXECUTIVE SUMMARY

From 40% to more than 50% of school administrators in some positions, e.g., 52% of superintendents in Nebraska, will be eligible for retirement or likely be retiring within the next ten years in Nebraska and the nation. The exodus of such a prominent core of school administrators will leave sizable gaps in administrative and organizational experience, knowledge, stability, and talent.

School administrators are likely to retire at the earliest possible date because they are burdened and stressed with lack of support from within and without the chain of command in their districts or attendance centers, low salaries and benefits relative to the long hours they work, limited opportunities for professional growth, poor job security, and more and greater responsibilities that compound the challenges and difficulties of their jobs. Many responsibilities that face administrators are ones over which they have little or no control, e.g., increasing numbers of dysfunctional families, special interest groups clamoring for control, street violence that spills into classrooms, and insidious abuse of chemicals, drugs, and children themselves.

What attracts educators to become school administrators? The variety of tasks and functions that administrators perform, their intrinsic commitment to their jobs, the responsibility they are given, professional freedom and opportunity to make a difference, personal aspirations, desire for a leadership position, encouragement from others, and interpersonal relationships with their fellow educators are high on the list of job satisfiers and attractive factors.

What factors inhibit satisfaction in being or becoming administrators? The lack of recognition for work, poor chances for promotion, and low pay and related benefits are job dissatisfiers common to administrators and the ranks from which they come--teachers.

Competition for high quality school administrators will be exacerbated if the talent pool is small, of mediocre quality, or limited by unattractive working conditions. Leaders in schools and communities that address problems of poor working conditions for teachers and administrators will have taken an important first step. Second, school and community leaders must share responsibility for recruiting educators to become administrators and supporting those who administer their schools. District officials can identify potential administrators, encourage them to enter high quality administrator preparation programs, give them released time for their advanced studies, offer them opportunities for growth and promotion, and provide commensurate rewards.

What will attract administrators to position vacancies? The opportunity to make a difference, the freedom to pursue goals and offer leadership, encouragement from others, the level of stress in a position, and the reputation of the district are foremost considerations. In districts where little attention is paid to the job and life satisfaction and professional aspirations of administrators, they will come and go, as geographic location is of little importance to administrators, further tarnishing the reputation of schools and communities that place little value on administrators' services and lives.

Efforts to increase the quantity and quality of the talent pool for school administrators must be expended and expanded, particularly among under-represented groups as females and ethnic minorities. Such efforts must be made to balance gender and ethnic representation, particularly in response to changing demographics; to advance the ideals of the profession of school administration; to provide career models for children and youth; and to validate equality of educational opportunity as an operative principle of education in the United States of America and Nebraska.

INTRODUCTION

A sizable portion of Nebraska's school administrators is speculated to reach retirement age within the next five to ten years, i.e., 1994 to 2004. This speculation was heightened during the 1993 session of the Nebraska Legislature with the passage of LB 292 that instituted the "rule of 90" within the public retirement system. The rule of 90 provides that when (a) persons reach the age of 60 and (b) their age and number of years of experience within the retirement system equal 90, then (c) those persons may retire with full benefits. Previous to the passage of LB 292, age and experience had to equal 95. Therefore, by lowering the figure for retirement with full benefits, the possibility arose that even greater numbers of school administrators in Nebraska might be retiring in the near future. Concurrently, officials of the Office of Educational Research and Improvement (OERI) of the U. S. Department of Education predict that nationwide more than half of school principals will have retired by the end of the 1990s (Whitaker, 1993). Likewise, more than 50% of superintendents plan to retire in this decade, as reported in AASA's *1990-91 Status and Opinion Survey*, with a heavier exodus in the latter part of the 1990s.

Purpose

In light of the potential exodus of school administrators from active service in the state and nation, a task force was formed to study the supply and demand of school administrators within the State of Nebraska.

The Design of the Study

Information for this study was gathered through data supplied by the Data Center of the Nebraska Department of Education on administrative endorsements and on position holders, a review of selected references, and the administration of questionnaires on selected factors.

Factors Related to Supply and Demand

Information on factors and issues related to the supply and demand of school administrators was obtained from a review of selected references. Key issues related to the number of school administrators, gender, race, and job and life satisfaction were examined. Issues in the literature related to administrator preparation programs were also reviewed.

Endorsements and Position Holders

As part of this study, staff members of the Data Center at the Nebraska Department of Education were contacted to determine what information was in the Center's data banks related to the supply and demand of school administrators. The following information was requested after determining the available data sets:

1. The number of educators holding administrative certificates with endorsement as superintendent, subdivided by age and gender.
2. The number of educators holding administrative certificates with endorsement as principal, subdivided by age and gender.
3. The number of educators employed in Nebraska as superintendent, subdivided by age, gender, and race.
4. The number of educators employed in Nebraska as assistant superintendent, subdivided by age, gender, and race.
5. The number of educators employed in Nebraska as elementary principal, subdivided by age, gender, and race.
6. The number of educators employed in Nebraska as secondary principal, subdivided by age, gender, and race.
7. The number of educators employed in Nebraska as assistant principal in elementary schools, subdivided by age, gender, and race.

8. The number of educators employed in Nebraska as assistant principal in secondary schools, subdivided by age, gender, and race.
9. The number of educators employed in Nebraska as director of special education, subdivided by age, gender, and race.

Surveys of Supply and Demand

Officials of college and university placement offices and chairpersons of departments of educational administration were contacted to determine information on, respectively, (a) the number of position vacancies in Nebraska during the past year, and (b) the number of endorsement programs completed in departments of educational administration in the past year.

Attitudes Toward Job and Life Satisfaction and Administration

A survey was also conducted to compare administrators' and teachers' perceptions with job and life satisfaction and toward being a school administrator. With the cooperation of the executive director of the Nebraska State Education Association (NSEA) , James Griess, a stratified random sample (N = 300) of the membership of NSEA was drawn. A stratified random sample (N = 300) of members of the Nebraska Council of School Administrators (NCSA) was also drawn. Three questionnaires were developed: (a) one on job satisfaction; (b) a second on life satisfaction; and (c) a third on factors related to being a school administrator. A variant of each questionnaire was prepared for teachers and school administrators. A copy of each questionnaire is contained in the Appendix of this report. One hundred (100) teachers received a questionnaire on their perceptions toward job satisfaction as did 100 school administrators. And a different sample of one hundred (100) teachers received a questionnaire on their perceptions toward life satisfaction as did 100 other school administrators. Another third group of one hundred (100) teachers received a questionnaire on their perceptions toward being a

school administrator as did a third different group of 100 school administrators. Their responses were compared as measures of perception toward job satisfaction, life satisfaction, and being a school administrator.

Respondents were asked to indicate (a) age in nine groupings, e.g., 30 or under; (b) gender; (c) level of assignment, e.g., elementary; (d) race; and (e) setting of school district in rural, suburban, or urban area.

Survey of Administrators' Position Perceptions

A questionnaire was designed and sent to 150 randomly selected members of the Nebraska Council of School Administrators who were asked to: (a) rate 16 factors related to their selection of current administrative position; (b) indicate if they were seeking a different administrative position, and if so, to what position and to rate 16 factors related to their interest in seeking a new administrative position; and (c) provide demographic information on age, gender, race, assignment, and location.

FACTORS RELATED TO SUPPLY AND DEMAND

In this section, information related to factors affecting the supply and demand of school administrators from a review of selected references is reported.

Difficulty with Data Collection

McCarthy, Kuh, and Zent (1981) collected data on the supply and demand of administrators in six states--California, Georgia, Indiana, Massachusetts, Nebraska, and Texas--for the purposes of determining the availability of such data and the feasibility of comparing factors on supply and demand across states and then depicting trends. They found difficulty with collecting data from officials of state departments of education, placement officers of colleges and universities, school superintendents, and chairpersons of departments of Educational Administration. The data collected from state departments were on the number of individuals certified in specific administrative positions from 1975-76. Information was received from all six states in the survey. However, one state (Nebraska) was unable to report the number of individuals receiving certification by year; only the number of certified administrators employed in the state in 1979-80 was provided.

McCarthy et al. (1981) requested information from 92 placement officers in all institutions of higher education with graduate programs in Educational Administration in the six states. Of the 92 placement officers, 62 responded. Usable information was obtained from 41 placement officers for a response rate of 44%. The placement officers supplied information regarding the positions for which their institutions prepared students in 1976-77, 1977-78, and 1978-79. The researchers intended to gather data from the placement officers for 1975-76 through 1979-80. However, most placement officers did not have data compiled for those years and most did not collect data for 1975-76.

McCarthy et al. (1981) sent surveys regarding the need for school administrators to randomly selected school superintendents and chairpersons of departments of educational administration. Of the 43 superintendent forms returned, 38 included usable information for a response rate of 79%. Usable data were received from only 38 chairpersons of departments of educational administration for a response rate of 42%.

McCarthy et al. (1981) concluded a shortage of administrators in special education existed. They found an overabundance of individuals trained to be building principals, specifically as elementary principals. They found that women and minority groups were underrepresented while white males were over-represented among the population of school administrators.

Difficulties in gathering data pertaining to supply and demand exist because both supply and demand are nebulous concepts, like the properties of an invisible gas which expands, contracts and takes different shapes as conditions change. Investigation of supply and demand without the assistance of sophisticated controls and techniques is hazardous, to say the least. Such conditions may explain why few investigators have reported studies on supply and demand (McCarthy et al., 1981).

Many individuals hold multiple certification; thus, raw numbers of certificates that are issued may present an inflated picture of the pool of applicants. Considerable diversity exists among state officials in record keeping procedures; such diversity exacerbates comparative studies. Other problems create nebulous data. An individual may hold a certificate and not be a practicing administrator. An individual could hold a title as an assistant administrator but not need to be certified. In addition, people who hold positions in one state can hold a certificate in several states. McCarthy and her co-researchers concluded that they fell short of a

precise portrayal of the supply of and demand for school administrators as a result of the limitations of data collection.

In Nebraska, the members of the Task Force found similar limitations in data collection. One positive condition is that data collection is limited to one state. Information that has been collected from the State Department of Education reports only the number certified in various categories by job title. Data collected from the placement officers at higher education institutions is scattered and dependent on job placement bulletins. Data from placement centers were only available for two years: 1991-92 and 1992-93. Surveys set to chairpersons of departments of educational administration had a response rate of only 25%. However, a survey regarding job satisfaction and desire to enter into or to remain in administration sent to school administrators and teachers across the state had a good response rate.

Position Holders in School Administration

From a report of the National Center for Education Statistics (1993), in 1990-91 there were 102,771 principals; 78,890 were public school principals and 23,881 were private school administrators. There were 59,351 assistant principals of which 48,238 were from public schools and 11,113 were in private schools. The Center (1993) also indicated that 70% of the principals were male and 30% were female. In public schools, 85.9% of the principals were white, 8.6% were Black, 3.9% were Hispanic, 0.9% were Native American, and 0.7% were Asian/Pacific Islander. In 1990-1991, 14.1 % of all principals in the United State were from ethnic minority groups.

The National Center for Education Statistics (1993) indicated that among all principals, 9% had less than a master's degree, 58% had a master's degree as their highest degree earned, and 33% had completed further education beyond a masters degree.

The National Center for Education Statistics (1993) noted that the percentage of principals who are female increased from 31% in 1987-88 to 35% in 1990-91. This increase was due to an increase in the percentage of female principals in public schools from 25% to 30%.

About one in eight (12%) high school principals were female and females held about 18% of assistant principalships; in the Midwest, females held 11% of the principalships and 15% of the assistant principalships (Pellicer et al., 1988). Ethnic distribution was as follows for principalships: White - 93.7%; Black 3.8%; Hispanic - 1.7%; American Indian -0.1%; Asian - 0.4%: and Other - 0.3%. For assistant principals, ethnic distribution was slightly different: White - 88.5%; Black - 9.5%; Hispanic - 1.4%; American Indian - 0.2%; Asian - 0.2%; and Other - 0.2%.

Preparation Routes

The preparation of school administrators has followed a traditional, predictable track. Teachers taught for several years and then enrolled in a university's administrator preparation program. After taking the prescribed number of courses, filing an application for an administrative certificate and becoming certified, teachers were endorsed to become administrators.

Certification requirements

Requirements for administrative certification, however, vary from state-to-state across the nation. Graduates of a university's preparation program may be certified as administrators in one state but not in another state. Or, teachers may begin administrator preparation at one university, only to find that courses were not transferable to another university within the same state.

Splawn, in a nation-wide study of certification requirements for secondary principals, found that all states required a principal's certificate. In order to attain the certificate, persons must:

1. Hold, have held, or be eligible for some type of teaching certificate;
2. Have had experience as a classroom teacher;
3. Possess at least a master's degree; and
4. Have completed an approved program in school administration (Splawn, 1987, p. 89).

States' requirements vary greatly on length of term of certificates, requirements for renewal, and whether certificates are for all levels or restricted to specified grade levels. Only 12 states issued permanent certificates, and the others required the completion of from three to nine semester credit hours for renewal. Some states did not require a current teaching certificate in order to train for administration.

Academic preparation

Post-secondary institutions and state departments of education have controlled the requirements for administrator certification for many years.

> Effective schools require effective leadership. People are not born effective principals; they become effective principals as a result of their formal and informal education and their experiences (Calabrese, 1991, p. 31).

Because professors of educational administration of universities are primary trainers of administrators who are expected to provide effective leadership, they have an ethical responsibility to evaluate how and why prospective principals are trained at their schools. The challenge for administrators to provide leadership is very demanding in American society that is undergoing many changes. The demands for change are reflected in the educational reform movement initiated with the publication of *A Nation at Risk*. At universities, the gatekeepers of administrator preparation programs have a social contract with the nation's schools and communities to offer quality academic programs characterized by high

standards and high academic expectations. Universities, according to Calabrese, have the additional obligation to work closely with schools and communities in providing quality, relevant, and practical courses of study.

> Marginal candidates can thrive when a program lacks quality or rigor, encourages poor candidate selection, is irrelevant to job demands, accepts poor teaching as standard, and requires courses that deny logic or applicability (Calabrese, 1991, p.35).

Alternative Approaches to Administrative Certification

With the call for school reform, the discussion of the benefits of the "privatization" of public school systems, and complaints from the business field that the public schools are not adequately preparing students for either immediate entry into the workplace or participation in a global society and economy, the consideration of "nontraditional" candidates who might bring new perspectives to a superintendency is frequently proposed. Nontraditional or alternative candidates are persons whose backgrounds, preparation, and credentials "differ from the track most administrators take in their careers. The traditional career path...goes from teacher to building administrator, central office administrator, and finally, superintendent" (Krinsky, 1993, p. 36).

As a result of the national reform movement, legislators in many states are taking a more active role in the establishment of certification requirements for school administrators. Mosrie (1990) reported on the changes that have taken place through statutes such as the Florida Management Training Act. In Florida, university preparation is only one component of certification requirements. Each school district is also required to train school-based managers and potential school principals. Mosrie viewed this systematic approach to provide experience and

support to potential and beginning administrators as a major step in the educational reform movement.

At Florida State University, the specialist degree program was revamped collaboratively with personnel from 17 school districts for practitioners who had demonstrated high leadership potential and who wanted to develop their leadership: (a) a core of 12 credit hours on assessment and career planning, staff training and development, organizational theory and policy, and school and district improvement; (b) strategic experience of 15 credit hours that consists of field-based training and elective courses; (c) on-the-job experience and research of 9 credit hours that consists of field-based internships and supervised research projects; and (d) a comprehensive examination.

> The frosting on the cake, so to speak, for the FSU-ELC program was the emergence of a deep interest in school administration among many of those students in the ELC cohorts, who at first perceived no personal professional interest in this area. As they reached the mid-point in the degree program, many students requested the addition of courses to their programs of study, courses that would lead to preparation for Florida certification in educational leadership, the entry level certificate for administrators. (Snyder, (1994, p. 26)

Legislators in West Virginia, faced with a statewide teachers' strike to improve working conditions, introduced Senate Bill 1 (Gordon & Howley, 1991). It provided alternative certification for principals by simply requiring candidates to complete some sort of unspecified training in management and personnel evaluation. As a result, teachers had a ready means for career advancement with very few preparation requirements. Gordon and Howley expressed concern that:

> ...the quality of school administration will suffer as a result of alternative certification. We would not teach educational administration if we did not

> believe that a particular body of knowledge and a certain set of practices inform the competent administration of schools. Moreover, our view is reiterated in the literature of our field (Gordon & Howley, 1991, p. 84).

Some boards of education are addressing concerns in districts where the "parents are angry, the business community has lost patience, and the general public has lost confidence" (Krinsky, 1993, p. 36). Consequently, some boards of education are taking the stance that solutions for problems facing educators lie in bringing in successful and proven leaders from outside education. These boards support their position by citing instances where alternative candidates have been successful in an educational setting. For example, Lamar Alexander, a former governor of Tennessee, and David Kearns, the vice chairman of a large firm, performed relatively well as leaders in high-profile programs of reform in education and now serve as Secretary and Deputy Secretary, respectively, in the U. S. Department of Education. Howard Fuller, the head of a county social services department, has been appointed to serve as superintendent of schools in Milwaukee, and J. Michael Brandt, a high school building principal with no district-level experience, was recently named to the superintendency in Cincinnati (Krinsky, 1993). In Minneapolis, the board of education has contracted with a private consulting firm to operate the school system. While these examples are isolated incidents, the fact remains that successes by alternative candidates can be documented, and members of boards of education who are particularly frustrated by compelling circumstances might be tempted to lean toward candidates with nontraditional backgrounds.

Responses to Alternative Approaches to Administrative Certification

While a nontraditional candidate might be a solution for problems facing a particular district in some instances, moving to alternative candidates for the

leadership of the nation's schools presents two major problems: (a) candidates who have exhibited successful leadership within education would be ignored, and (b) the record of educators who are beginning to move into leadership roles would be ignored (Krinsky, 1993).

If educators are to continue to provide educational leadership for the nation's public schools systems, they must look at their preparation for administrative positions. Newcomer-Cole (1992) suggested that administrators can no longer survive on a *status quo* philosophy and that they will need to exhibit abilities beyond the minimum competencies required to obtain a certificate in supervision and administration. She suggested that persons who aspire to the principalship can take several steps to enhance their capabilities beyond instruction from administrator preparation programs:

> Strive for Teaching Excellence: Understand and practice the critical components of excellent teaching...Participate in curriculum development workshops...Observe and implement as many different teaching methods and learning styles as possible...
>
> Observe Administrative Styles: Attend meetings where you can watch and listen to administrators interact and provide feedback to each other...visit other schools and talk with principals and other administrators.
>
> Find a Mentor: Your school principal is the best bet....Being selected [to fill in the absence of the principal] is an excellent opportunity for professional growth and hands-on experience.
>
> Hang Around the Office: ...spend as much time as possible in the office, listening and observing.

> Read: Journal articles and research...focus on major national, state, and local issues...identify 'hot' topics in education--topics you may be asked about when interviewed for an administrative position.
>
> Work With Committees: ...volunteer to serve on committees whose work relates to district or state goals. It will help you develop a broader understanding of the educational system.
>
> Attend School Board Meetings: ...an opportunity to observe the inner workings of your school system...heightened awareness of, and appreciation for, the board's decision-making processes.
>
> Attend Training Workshops: Opportunities like these are invaluable for aspiring principals, and provide excellent avenues for networking.
>
> Become an Intern: ...(internships) provide training and developmental experiences (Newcomer-Cole, 1992, pp. 34-35).

While Newcomer-Cole's list is specifically geared towards aspiring principals, with minor modifications it could be made to apply to individuals aspiring to other administrative positions. If administrators and aspiring administrators pay close attention to their formal and informal training, then they can affirm Krinsky's contention:

> If you want to find an innovative superintendent with experience directing school reforms, then look for that individual in a school district that provides such opportunities (Krinsky, 1993, p. 37).

Gender Differences

Women administrators are few and far between. Under-representation in administrative positions still exist in school administration due to factors as gender discrimination and myths toward women. "Probably nowhere in America is there a larger bloc that gives more credence to the phrase, 'old boys' club than public school

administrators. They are disproportionately men, white and older than their counterparts in other occupations" (Schuster & Foote, 1990, p. 14). The number of male and female graduate students in educational administration is nearly equal, yet the number of women in school administrative positions has not risen significantly (Grady, 1988; Paven, 1989).

As a key position for entry into administration, the assistant principalship is an important focus for policy concerns about equal opportunity (Marshall, 1992). Minority men are well represented in assistant principalships, but women are not. Women teachers are more likely to be members of elementary school faculties, where assistant principalships are few and far between. The assistant principalship is a good career stepping stone for men but not for women. Policy makers need to examine the function of the assistant principalship to see how it can be altered to promote equity in administration (Marshall, 1992).

Discrimination

The percentage of females holding superintendency positions is the least among school administrative positions. Many reasons exist for this disparity between females and males in the superintendency, but one that stands at the forefront is sex discrimination. Too many stereotypes are believed about who can and cannot be leaders. "The relevant data on equality of opportunity in educational administration reveals that sex--more than age, experience, background, or competence--determines the role an individual will hold in education" (Whitaker & Lane, 1990, p. 8).

Another widely held belief is to blame the paucity of female school administrators on general discrimination against female administrators in a community. The allegation, "The community is not ready for female

administrators," was challenged in Oregon. Between 80% and 90% of the respondents approved of female administrators (Whitaker & Lane, 1990).

Role conflict

Besides blatant forms of discrimination, other reasons are cited for the relative small percentage of women in leadership positions in schools. General attitudes in society toward gender roles come into play. Stereotyping of women's role in society is one detriment toward career advancement of women in school administration in the 1990s. Women's role as the main caregiver of the home and family creates an additional difficulty for women who want both a career in school administration and children. With a 9- to 10-month work schedule, females are able to fulfill society's expectation to a greater extent in the role of teacher. As administrators, stereotyped as aggressive and domineering, with a 12-month work schedule, women have conflicting roles and expectations. Much of society sees the two roles of mother and administrator as opposites in nature and character and that the roles cannot be merged.

Myths

Over ten years ago, a list of the incongruities between the attitudes toward and the realities of women administrators were addressed (Mertz, Grossnickle, & Tutcher, 1980). A few of the more popular myths are listed with counter-arguments.

Myth	Counter-Argument
Women are transient members of the work force. They often leave the job to raise a family.	Due to the economy and rate of inflation, most families need both partners to work. Many career women continue to work while having a family.

Women are too emotional.	As women have been given increased responsibility, they have demonstrated the ability to deal rationally and objectively with problem situations. Studies have been done that indicate women are better at handling stress than their male counterparts.
Women are not effective as educational administrators.	Researchers rank women significantly ahead of men as democratic leaders.

(Mertz, Grossnickle, & Tutcher, 1980)

Many of these same myths were reported in a job satisfaction study wherein 266 female secondary school principals revealed the following myths:

- Females cannot discipline older students, particularly males;
- Females are too emotional;
- Females are too weak physically; and
- Males resent working for females (Whitaker & Lane, 1990).

More than half of these female respondents felt that they were discriminated against in their careers.

Glass (1992) reported that 14% of superintendents in 1982 reported hiring discrimination against prospective female superintendents; in 1992, 13.7% of superintendents who were surveyed called hiring discrimination against female superintendents a major problem. By comparison, in the 1992 study, 18.4% of the superintendents who were surveyed saw discriminatory hiring practices for minorities as a major problem.

Avenues to career advancement

A few women can and do advance in school administration. Flora Ida Ortiz, professor of educational administration at the University of California-Riverside, proposes four ways that women are advancing in school administration through: (a) sponsorship, a mentoring program where senior individuals help individuals in lower level positions; (b) through displaying skills at particular times that they are needed; (c) understanding the symbolic significance of a promotion; and (d) promotion of specialization, i.e., promoting a set of specialized skills; getting really good at something and then promoting that set of skills in climbing the career ladder.

Erickson and Pitner (1980) affirmed that a mentoring program, or sponsorship, is a way that many male administrators rely on recruiting, training, and replacing one another. Glass (1992) reported, from the population he surveyed, that women (59.1%) and minority superintendents (55.2%) had mentors more often than did male (48%) and ethnic nonminority (48.5%) superintendents. Furthermore, 80.7% of the women superintendents indicated that they had been helped by the "old boy/old girl" network; 68.2% of minority, 54.9% of male, and 56% of nonminorities said that they had benefited from such a network (Glass, 1992).

Erickson and Pitner asked women holding administrative positions for advice for women seeking administrative jobs. The four questions and responses to them were:

1. What is the single most important suggestion you have for women seeking their first job in school administration? Overall answers included: persevere, set goals, and increase one's visibility.

2. What advice do you have for overcoming the belief that administration is a male domain? Their advice was to demonstrate one's own competence.
3. How can male chauvinists best be dealt with? The two tactics suggested for dealing with chauvinism were either to ignore the person or comment or to respond to the remarks.

   ...women should remain professional at all times, particularly when faced with sexist comments from male co-workers. These women should always ask, 'Is this person worth educating?' If the person making the comment is a supervisor, the answer is generally 'Yes'. (Erickson & Pitner, 1980, p. 12).
4. What is the best career route for women seeking to enter educational administration?Recommendations were to get an early start in preparing to be school administrators and to use mentoring relationships.

Inequities in opportunities for school administration must be resolved if women are going to achieve career advancement. Women are still battling the same myths they did in the 1970s. Myths and stereotypes must be seen as what they are--discrimination. Women administrators need to build mentoring relationships with each other to provide a network for inexperienced women administrators to use and find success in school administration.

As more females become members of boards of education, attitudes toward hiring school administrators may be less gender-based. In 1988, 31.9% of school board members were female; five years later the percentage had increased to 39.9% (Education Vital Signs, 1993, A15). Again, as more females demonstrate executive, administrative, and managerial abilities as members of boards of education and other governing bodies, the doors to administrative positions, particularly top-level ones, may open wider.

IMPLICATIONS FOR PREPARATION PROGRAMS

Should teacher leaders and school administrators receive the same type of training? As more governing boards of education move toward participatory management and site-based decision making, what are the implications for the preparation of superintendents, principals, directors of special education, and other administrators with "assistant" or "associate" preceding their position title? Teitel and O'Connor (1993) approached teacher leaders with some of those questions. These teachers stated that they had no desire to leave their classrooms. Many expressed antagonism toward their principal, or at least, felt unsupported in their initiatives for change. Most had no desire to understand their principal's perspective. They also looked for support in a powerful teacher-leader network.

The Platform of Classroom Teaching

The entrance into school administration actually begins the moment educators enter the profession as classroom teachers. Having experience in classroom teaching is generally regarded as the basis for becoming school administrators. Binswanger advised aspiring administrators to work hard and become good teachers because understanding teaching was a key to leading a school (Binswanger, 1987). One of the key roles that principals play, of course, is that of instructional leader, and experience as classroom teachers can contribute to the development of skills in instructional leadership. Principals who are effective instructional leaders and expert in the supervision and appraisal of instruction can model behaviors to inspire classroom teachers to become experts in instruction and supervision.

Attracting Candidates for School Administration

Principal preparation programs must address the different kind of role emerging from teacher-leaders and learn to nurture this resource, not merely

"manage" it. Principals need to model continued learning, create school environments that encourage innovative methods, and foster growth of teacher leadership.

The presence of more leadership roles available to classroom teachers raises implications for the future of school administrators. How are the motivations different for teacher-leaders and school administrators? Will additional opportunities for teacher-leaders siphon off potential administrator candidates?

University Preparation Programs

The type of leadership training that combines traditional academic preparation and practical experience has proven to be effective in Utah (Butterfield & Muse, 1993). Superintendents hiring candidates from the Brigham Young University program reported that these administrators were consistently two years ahead of those receiving training in more traditional programs. Successful schools are led by successful principals. If schools of the future are to meet the demands for improvement and restructuring, leader preparation programs of today must prepare principals and administrators for the future (Butterfield & Muse, 1993, p. 5).

Preparation can be most effective if it is a collaborative effort between universities and communities to meet common societal goals. "The future of leadership in education is a priority item and the critical responsibility of school districts is to be directly involved with the universities in preparing school leaders of the future" (Butterfield & Muse, 1993, p. 5). Because the supply of school administrators rests upon the ranks of teachers, school administrators can increase the interest of teachers in becoming administrators by whetting their teachers' appetites for administrative roles and responsibilities.

Internship or Practicum

Principal preparation programs, whether they are conducted by university programs or supplemented by training within a district, generally include some type of internship or practicum in administration, much like student teaching is required for undergraduates in pre-service teacher preparation programs. In preparing for the principalship, many duties that are assigned to fledgling administrators are duties that their supervising administrators are grateful to "give away" to anyone who would be willing to do more onerous duties. Among those duties are "control duties" such as supervision of the loading and unloading of buses, halls, latecomers and absentees, and playgrounds, yards, and grounds. Other minor responsibilities, such as ordering textbooks, scheduling and monitoring tests, and supervising the distribution and return of district, state, and federal reports by staff members, are also given to fledging administrators. Interns who are limited to these cast-off duties could be unprepared for their first administrative positions. Or uninspired to continue in preparation for administrative positions.

Improving Internships

What type of administrative experiences would be appropriate for interns to have to assume leadership positions in school administration? The most important duties of administrators is the supervision of instruction and the supervision, motivation, and appraisal of staff. Interns must be given some responsibilities for supervision because that is the major responsibility of building administrators (Fox and Richards, 1990). While being responsible for formal evaluations of programs and personnel may not be legally possibly, some practical experience must be arranged so that interns can engage in the supervision and evaluation processes of programs and personnel.

Interns also need to have some responsibility for managing a specific project or event that contains a degree of complexity in planning, creativity, and supervision (Fox and Richards, 1990). Some projects could be end-of-the year activities, such as organizing awards banquets; planning and organizing an ethnic day in which both members of the school and the community participate; or developing some type of innovation, such as a new reading program. Planning, implementing, and evaluating complex projects and programs will be invaluable for interns as a great portion of an administrator's day requires problem-solving.

Interns must have some experience in moving a group to a decision in solving problems, or in generating and implementing some change or improvement in curriculum or in day-to-day operations. The intent is to provide prospective administrators with solving problems that plague administrators on a daily basis. More than adequate problem-solving skills and ability to lead others in the improvement of programs are essential if interns are to be successful in the administration of schools and to fulfill their desire to become full-time administrators.

Fox and Richards also advocate the inclusion of interns as a member of a principal's cabinet. Only by observing and participating in such a cabinet can interns observe and analyze how administrators use and analyze information to solve problems. Interns can learn how to handle the range of problems from managing daily routines to responding to crisis situations. Learning from experienced administrators how to handle typical and tough situations will give interns skills necessary to be successful in school administration.

Interns should have experience in situations that require a public presentation, whether it be to the faculty, a parents' group, community

organization, or the school board. Being an advocate for education will be a skill that interns will need to have to be successful as school administrators.

Fox and Richards assert that school districts clearly have an obligation to participate in training programs. The reason that districts should participate willingly is that districts will be the beneficiary of trained and certified graduates of administrative training programs. Many districts do not have procedures for selecting interns within their respective districts nor do they allocate funds directly for this process. Perhaps both districts and interns could share the cost, with interns accepting a reduced salary compensation, for both districts and interns gain; therefore both should pay (Fox and Richards, 1990):

Mentoring

Educators can learn from a common practice in business and industry in which mentors are provided for budding administrators. The relationship between mentor and mentee is one of guiding, encouraging, listening, and assessing. Mentoring is a collegial relationship wherein mentors share the insights of their experiences with their mentees (Fox and Richards, 1990). As administration can sometimes be lonely due to the isolation of one's position, mentoring relationships can help fledgling administrators get answers to questions that often plague new administrators.

Mobility in Administration

Once administrators are trained, questions emerge about where and what positions are available. According to a 1988 survey conducted for the National Association of Secondary School Principals, those who are in principalships intend to stay there and have no desire to trade what they have for another position (Pellicer and Stevenson, 1991). This same survey shows an increased waiting time before educators enter the principalship. The tendency of those already in

principalships to remain for longer periods of time in their positions and the evident lack of interest on the part of principals to abandon their jobs for other positions add up to a longer--if not indefinite wait--for assistant principals who want to become principals. Many assistant principals may never have an opportunity to become appointed to a principalship if they remain place-bound (Pellicer and Stevenson, 1991). Pellicer and Stevenson concluded that a more defined career ladder for building level administrators could be provided.

Several alternatives, such as being designated as associate principal in charge of curriculum or executive vice principal for administration, could provide more recognition and status to administrators who have a major job responsibility in a building. Because the role of assistant principal is varied according to the culture of the building, the generic title of assistant principal is no longer adequate to recognize the diversity of critical roles played by building-level administrators other than the principal (Pellicer and Stevenson, 1991). In the same survey, nearly half the assistant principals who were questioned stated that they were not consulted when their job responsibilities were determined. A more sensible approach is for assistant principals to become partners with principals in deciding how the myriad tasks in the school should be accomplished. In this way, schools can be managed in a collegial, cooperative, and collaborative style that could increase effectiveness of a team of building administrators.

Internship programs coupled with relevant university preparation should provide adequate experiences to prepare educators who wish to embark upon a career in administration. Potential administrators should also realize that they may have to be willing to accept an administrative position initially as an assistant principal and not as a building principal. Four factors that have influenced career

moves for high school principals are: (a) school environment; (b) family commitments; (c) location (place-oriented); and (d) job security (Pellicer et al., 1988).

The picture for superintendents is somewhat different as they move for better pay and greater responsibility in a larger district (Glass, 1992). The turnover rate for superintendents, as reported by Glass, is less than that portrayed by the press. Most superintendents serve in three districts for about 15 years. Glass also reported that about three of four superintendents were in their current district for five or six years.

The Quality of Preparation Programs

Administrators can receive preparation from over 400 institutions in the United States that

> ...vary greatly in their curriculums, requirements, and degree of academic integrity. In reality, generalizations about such a diverse group of programs are hard to make. Many of these programs may be approved by state certification agencies and have only one or even no full-time faculty members in education. The course and credit requirements imposed by state agencies largely determine the content and the experiences administrators receive in their graduate programs in educational administration. (Glass, 1992, p. 77).

How do administrators view their academic preparation? One in four superintendents (26.8%) rated their preparation program as "excellent;" nearly half (47.4%) said theirs was "good" (Glass, 1992). But less than half of any group placed much value on research as ethnic minority (49.3%), female (42.5%), ethnic nonminority (23.1%), and male (22.8%) superintendents said that educational research was "highly useful." Over a third of male (33.9%) and ethnic nonminority (33.4%) reported that educational research was "occasionally useful."

> The current experienced corps of superintendents may not still be working in 2000. Thus, the training and preparation of superintendents for the 21st century is a critical undertaking. Unfortunately, superintendent preparation is getting very little attention at either the national or state levels. States have made little progress toward establishing certification and training programs that address 21st century leadership concerns. Universities, in which most of the academic preparation is provided, are underfunded and mired in an outdated form of professional preparation based on semester hours of classroom experience. Superintendents responding to the survey for *The 1992 Study of the American School Superintendency* were very clear in their opinions concerning the necessity of quality preparation for the superintendency. They also indicated they were very interest in mentoring new superintendents or those aspiring to be superintendents. They are concerned about the quality of university programs and think they could be greatly improved. (Glass, 1992, 97).

High school principals identified five requirements as ideal for principal certification: specific administrative courses, a teaching certificate, a specific number of years of teaching experience, specific curriculum development and instruction courses, and a master's degree (Pellicer et al., 1988).

> Both principals and assistant principals moderately (emphasis added) support internship experiences, but offer less support of specific non-administrative education courses. In general, both principals and assistant principals endorse the more 'traditional' certification requirements while expressing less support for more contemporary elements such as assessment center performance and on-the-job monitoring. (Pellicer et al., 1998, p. 11-12).

To what extent can professors expect support in their efforts to improve administrator preparation programs if school administrators devote only part-time to graduate study, see little value in educational research, and prefer 'traditional' requirements?

ADMINISTRATIVE ENDORSEMENTS

Superintendent Endorsement

The staff of the Data Center of the Nebraska Department of Education provided the information contained in Table 1: Administrative Certificate Holders with Superintendent Endorsement. Nearly 1500 individuals hold a Nebraska **Professional** Administrative and Supervisory Certificate in General Administration with endorsement as superintendent. Many of the 1,480 holders of a **Professional** Administrative and Supervisory Certificate are certified to serve as building principals in addition to serving as superintendents.

Age

A good deal of care must be exercised in interpreting the data in Table 1. For example, 1,480 individuals hold an administrative certificate with an endorsement for the superintendency. Of these, 11% were beyond retirement age, and 15% might have been eligible for retirement under the old rule of 95. An additional 35% might become eligible for retirement within the next ten years under the rule of 90. The figures in Table 1 do not indicate how many of these individuals have already retired. Almost three of five (58.5%) individuals certified as superintendent are age 55 or younger but only 6.5% are below the age of 40. Careful tracking should be made of the number of administrators who enter preparation programs for the superintendency and exit administration.

Gender

With respect to gender, 87.6% of those holding endorsement as superintendent are male while one in eight (12.4%) is female. Of the females certified as superintendents, 57.1% are between the ages of 41 and 55 with 22.3% in the 41-45 age group, 15.8% in the 46-50 age group, and 19.0% in the 51-55 age group.

In addition, because there are only some 325 K-12 superintendencies and 36 assistant superintendents in Nebraska, the majority of those holding administrative certificates with endorsement for the superintendency are not employed as superintendents within Nebraska. The employment status of many individuals

Table 1

Administrative Certificate Holders with Superintendent Endorsement

Age	Male	Female	Total	Percentage
< 30	4	4	8	.5
31 - 35	10	5	15	1
36 - 40	58	14	72	5
41 - 45	171	41	212	14
46 - 50	243	29	272	18
51 - 55	260	35	295	20
56 - 60	201	17	218	15
61 - 65	197	25	222	15
> 65	152	14	166	11
Total	1296	184	1480	99.5*

* Total percentage does not equal 100% due to rounding.

cannot be easily determined. For example, questions as the following cannot be answered from available data about the number of administrators who hold the Nebraska Professional Administrative and Supervisory Certificate:

- How many individuals are employed in other states as superintendents?

- How many are employed in other positions within education, both inside and outside the State of Nebraska?
- How many of these individuals who now hold the endorsement as a superintendent but do not hold a position of superintendent of schools do, indeed, aspire to the superintendency or to the assistant superintendency in Nebraska?

While the data from the Center substantiate that a sufficient number of educators hold administrative certificates with endorsement as a superintendent, many questions remained unanswered about the supply and demand of superintendents.

Principalship Endorsement

In response to the request for information on endorsement for the principalship only, the staff of the Data Center of the Nebraska Department of Education provided the information in Table 2: Standard Administrative Certificate Holders with Principalship Endorsement. An analysis of the data in Table 2 give rise to many of the same issues that were discussed in relationship to endorsement for superintendent. In the public schools of Nebraska, 1,354 positions require the endorsement of principal while 2,765 educators are certified as principals. Thus 51% of the individuals holding administrative certificates with the principalship endorsement are not in public school positions for which the State of Nebraska requires such an endorsement. The exact employment status of individuals cannot be determined from the data provided by the staff of the Data Center.

Age

Of those endorsed for the principalship, 7.9% (age 61 and over) could be eligible for retirement at this time, and another 25.5% who are between 51 and 60 years of age

might be eligible for retirement within the next ten years. One in twelve (8.8%) is below age 35. Almost half (46.4%) are between 41 and 50 years of age.

Table 2

Standard Administrative Certificate Holders with Principalship Endorsement

Age	Male	Female	Total	Percentage
< 30	31	25	56	2
31 - 35	106	80	186	7
36 - 40	196	123	319	12
41 - 45	403	247	650	24
46 - 50	437	195	632	23
51 - 55	297	119	416	15
56 - 60	201	87	288	10
61 - 65	103	52	155	6
> 65	40	23	63	2
Total	1814	951	2765	101*

* Total is greater than 100% because of rounding.

Gender

Two of three (65.6%) of those holding certificates with an endorsement for the principalship are males while 34.4% are female. Of females holding a certificate with this endorsement, 71.9% are between the ages of 36 and 55 with 12.9% in the 36 to 40 age group; 26% in the 41 to 45 age group; 20.5% in the 46 - 50 age group; and 12.5% in the 51- 55 age group. For males, 73.5% are between the ages of 36 and 55

with 10.8% in the 36 to 40 age group; 22.2% in the 41 to 45 age group; 24.1% in the 46-50 age group; and 16.4% in the 51 - 55 age group.

ADMINISTRATIVE POSITION HOLDERS

The staff of the Data Center of the Nebraska Department of Education furnished information from the "1993 Fall Personnel Report" on the following seven positions: superintendent, assistant superintendent, secondary principal, elementary principal, assistant secondary principal, assistant elementary principal, and special education director by (a) age, (b) gender, and (c) race. The information is contained in Table 3 through Table 9. Information on each of these seven positions will be presented. Information is given for gender and race for nine age groupings.

Superintendents of Schools

Of the 325 public school superintendents in Nebraska, 5.5% are 61 years of age or older and might be eligible for retirement now. Two of these individuals (1%) are retired but serving on a part-time, interim basis. Within the next ten years, an additional 151 (46.5%) of the superintendents could become eligible for retirement. Thus, within ten years, 52% of the superintendents could be in a position to retire with full benefits. One in twenty (4.9%) is 40 years of age or younger.

By gender, 98.4% of the superintendents are males and only 1.5% of the superintendents are females. All the females serving as superintendents are between the ages of 41 and 50. By racial background, all persons holding superintendencies are classified as "White, not Hispanic."

Assistant Superintendents of Schools

There are 36 positions within school districts in Nebraska that carry the title of assistant superintendent and require that the position holder have a certificate with an endorsement for superintendent (See Table 4). This group does not include administrators who would hold other central office positions for which a given

Table 3

Superintendents by Age, Gender, and Race

Age	Male	Female	American Indian/ Alaska Native	Asian/ Pacific Islander	White not Hispanic	Black not Hispanic	Hispanic
< 30	0	0	0	0	0	0	0
31 - 35	3	0	0	0	3	0	0
36 - 40	13	0	0	0	13	0	0
41 - 45	62	4	0	0	66	0	0
46 - 50	73	1	0	0	74	0	0
51 - 55	89	0	0	0	89	0	0
56 - 60	62	0	0	0	62	0	0
61 - 65	16	0	0	0	16	0	0
> 65	2	0	0	0	2	0	0
Totals	320	5	0	0	325	0	0

district may or may not require endorsement as a superintendent. Of these 36 individuals, 5.5% may be eligible for retirement at this time and 38.8% might be eligible for retirement within the next ten years. Only one assistant superintendent is younger than 35.

Of the assistant superintendents, 88.9% are males and 11.1% are females. All the women holding assistant superintendent positions are 50 years old or younger. By racial background, 97.2% are classified as "White, not Hispanic" and one administrator (2.7%) is reported as "Black, not Hispanic."

Table 4

Assistant Superintendents by Age, Gender, and Race

Age	Male	Female	American Indian/ Alaska Native	Asian/ Pacific Islander	White not Hispanic	Black not Hispanic	Hispanic
< 30	0	1	0	0	1	0	0
31 - 35	0	0	0	0	0	0	0
36 - 40	4	1	0	0	5	0	0
41 - 45	3	1	0	0	4	0	0
46 - 50	9	1	0	0	10	0	0
51 - 55	6	0	0	0	6	0	0
56 - 60	8	0	0	0	7	1	0
61 - 65	2	0	0	0	2	0	0
> 65	0	0	0	0	0	0	0
Totals	32	4	0	0	35	1	0

The staff of the Data Center reported 342 secondary school principals and 796 elementary school principals as supplied to the Nebraska Department of Education in the "1993 Fall Personnel Report."

Secondary School Principals

Of the 342 secondary principals, 3.5% could be eligible for retirement now with another 25.4% becoming eligible for retirement within the next ten years (Table 5). Nearly half (46.5%) are between 41 and 50 years of age. Of those holding secondary principalships, 95.3% are male and 4.7% are female. Of the females serving as secondary principals, 93.8% are 50 years of age or younger. Racially, 97.4% are reported as "White, not Hispanic;" 2.3% as "Black, not Hispanic;" and 0.3% as "Hispanic."

Table 5

Secondary School Principals by Age, Gender, and Race

Age	Male	Female	American Indian/ Alaska Native	Asian/ Pacific Islander	White not Hispanic	Black not Hispanic	Hispanic
< 30	11	0	0	0	11	0	0
31 - 35	24	1	0	0	25	0	0
36 - 40	39	1	0	0	40	0	0
41 - 45	80	9	0	o	84	4	1
46 - 50	74	4	0	0	75	3	0
51 - 55	54	0	0	0	54	0	0
56 - 60	33	0	0	0	32	1	0
61 - 65	11	1	0	0	12	0	0
> 65	0	0	0	0	0	0	0
Totals	326	16	0	0	333	8	1

Elementary School Principals

Within the elementary principalship, there were 796 reported positions (See Table 6). Of these positions, 5% of the individuals are past the age of 65. As many as an additional 42% of the elementary principals could be eligible for retirement within the next ten years. Of the elementary school principals, 68% are male and 32% are female. Of the women holding elementary principalships, 40.6% are between the ages of 41 and 50 and 41.7% are 51 years of age or older. All the members of the latter group (41.7%) might become eligible for retirement within the

Table 6

Elementary School Principals by Age, Gender, and Race

Age	Male	Female	American Indian/ Alaska Native	Asian/ Pacific Islander	White not Hispanic	Black not Hispanic	Hispanic
< 30	5	15	0	0	20	0	0
31 - 35	31	14	0	0	45	0	0
36 - 40	56	16	0	0	71	1	0
41 - 45	99	44	1	0	138	4	0
46 - 50	116	59	0	1	164	10	0
51 - 55	99	50	0	0	148	1	0
56 - 60	66	31	0	0	92	5	0
61 - 65	34	21	0	0	55	0	0
> 65	36	4	0	0	40	0	0
Totals	542	254	1	1	773	21	0

next ten years. By racial background, 97.2% are classified as "White, not Hispanic;" 2.6% as "Black, not Hispanic;" 0.1% as "American Indian/Alaska Native;" and 0.1% as "Asian/Pacific Islander."

Assistant Secondary School Principals

There are 154 assistant secondary principalships as noted in Table 7. Of the individuals holding these positions, 26% could become eligible for retirement within the next ten years. Of the individuals reported to be serving as assistant principals in secondary schools, 79% are male and 21% are female. Of the females, 63.6% are between the ages of 41 and 50. The breakdown racially within the assistant principals in secondary schools is 89% as "White, not Hispanic;" 10.4% as "Black, not Hispanic;" and 0.6% as "Hispanic."

Assistant Elementary School Principals

There are 62 assistant elementary principals (See Table 8). Of these, 11% could become eligible for retirement within the next ten years. By gender, 60% of the assistant elementary principals are females and 40% are males. Of the women within this position, 55.3% are between the ages of 41 and 50. On racial background, 82.3% are classified as "White, not Hispanic;" 16.1% as "Black, not Hispanic;" and 1.6% as "Hispanic."

Directors of Special Education

In the public schools of Nebraska, 65 administrators serve as directors of special education programs as noted in Table 9. Within the next ten years, 30% of these directors could become eligible for retirement. By gender, 52% are males and 48% are females. Among the women in this category, 48.4% are between the ages of 41 and 50. Additionally, all 65 directors of special education are classified as "White, not Hispanic."

Table 7

Assistant Secondary School Principals by Age, Gender, and Race

Age	Male	Female	American Indian/ Alaska Native	Asian/ Pacific Islander	White not Hispanic	Black not Hispanic	Hispanic
< 30	0	0	0	0	0	0	0
31 - 35	7	2	0	0	8	1	0
36 - 40	19	7	0	0	22	4	0
41 - 45	33	10	0	0	38	4	1
46 - 50	26	11	0	0	33	4	0
51 - 55	15	2	0	0	14	3	0
56 - 60	17	1	0	0	18	0	0
61 - 65	4	0	0	0	4	0	0
> 65	0	0	0	0	0	0	0
Totals	121	33	0	0	137	16	1

Gender and Race

According to the data from the "1993 Fall Personnel Report," 1,780 positions require an administrative and supervisory certificate with an endorsement for either a superintendent or principal. Of these positions, 1,234 (69%) are held by males and 546 (31%) are held by females. Further, 698 (38.8%) are held by individuals who are 51 years of age or older who might be eligible for retirement

Table 8

Assistant Elementary School Principals by Age, Gender, and Race

Age	Male	Female	American Indian/ Alaska Native	Asian/ Pacific Islander	White not Hispanic	Black not Hispanic	Hispanic
< 30	0	0	0	0	0	0	0
31 - 35	3	3	0	0	5	1	0
36 - 40	4	7	0	0	9	2	0
41 - 45	9	12	0	0	16	4	1
46 - 50	8	9	0	0	14	3	0
51 - 55	1	5	0	0	6	0	0
56 - 60	0	0	0	0	0	0	0
61 - 65	0	1	0	0	1	0	0
> 65	0	0	0	0	0	0	0
Totals	25	37	0	0	41	10	1

within the next ten years. By racial background, 97.1% are classified as "White, not Hispanic;" 2.7% as "Black, not Hispanic;" 0.17% as "Hispanic;" 0.06% as "American Indian/ Alaska Native;" and 0.06% as "Asian/Pacific Islander." Nationwide, only a small percentage of females (6.6%) or members of a racial or ethnic minority group (3.9%) held superintendencies in AASA's study sample (Glass, 1992) although they tend to have spent more years in teaching and the principalship and hold more degrees. Members of minority groups are more like to serve as superintendents in districts of 3,000 or more pupils.

Table 9

Directors of Special Education by Age, Gender, and Race

Age	Male	Female	American Indian/ Alaska Native	Asian/ Pacific Islander	White not Hispanic	Black not Hispanic	Hispanic
< 30	0	1	0	0	1	0	0
31 - 35	1	2	0	0	3	0	0
36 - 40	7	3	0	0	10	0	0
41 - 45	7	8	0	0	15	0	0
46 - 50	10	7	0	0	17	0	0
51 - 55	9	4	0	0	13	0	0
56 - 60	0	5	0	0	5	0	0
61 - 65	0	1	0	0	1	0	0
> 65	0	0	0	0	0	0	0
Totals	34	31	0	0	65	0	0

The data furnished by personnel of the Data Center of the Nebraska Department of Education support the speculation that a significant number of administrators could be eligible for retirement within the next ten years. These data, however, should not be viewed as conclusive nor in isolation. Throughout the presentation of these data, a number of questions were raised, and these questions need to be studied in relation to the supply and demand of school administrators. This information, however, provides a starting point for an examination of the issue of supply and demand of school administrators in Nebraska.

ADMINISTRATIVE VACANCIES IN NEBRASKA, 1991-1993

As a part of the research of the supply of and demand for school administrators in Nebraska, placement officers of higher education institutions reported that during October 1991-August 1992 there were 292 administrative listings. The vacancy notices were as follows: 131 principal, 67 superintendent, 30 assistant principal, 26 director, 13 coordinator, 10 consultant, 4 assistant superintendent, and 7 "other" in administration.

The placement officers reported 308 openings for October 1992 through August 1993. For that year, the vacancy listings were as follows: 109 principal, 65 superintendent, 13 assistant principal, 15 dean, 37 director, 14 coordinator, 11 consultant, 9 assistant superintendent, 8 assistant director, 21 manager, and 6 "other" in administration.

In the two-year span in which information was gathered for this report, slight variations occurred. The listings for central office positions--superintendent, assistant superintendent, assistant director, consultant, manager--were greater in number for 1992-1993 as there were 151 central office vacancies in 1992-1993 and 107 central office vacancies in 1991-1992. Overall, there was a slight increase in the number of position vacancies from 292 in 1991-1992 to 308 position vacancies in 1992-1993.

EDUCATIONAL ADMINISTRATION GRADUATES AND ADMINISTRATIVE JOB ATTAINMENT

A survey was sent to college administrators in Nebraska who were asked to indicate the number of people who had completed an endorsement program as elementary principal, middle level principal, secondary principal, superintendent, special education director, and other from 1989-1993. Replies were received from officials at three institutions: Chadron State College, Creighton University, and Wayne State College. A follow-up request for the information was also sent.

Table 10

Number of Administrators Who Completed Preparation Programs and Were Placed in Administrative Positions, 1989-1993

Position	Completed Program	Placed in Administration
Elementary Principal	59	20
Middle Level Principal		2
Secondary Principal	64	21
Superintendent	24	12
SPED Director		
Other		1

Like McCarthy and her co-researchers, the members of this Task Force fell short of a precise portrayal of the supply of and demand for school administrators as a result of the limitations of data collection.

JOB AND LIFE SATISFACTION

Educators' career paths twist and turn among a labyrinth of elements as personality factors as dominance; perceptions of administrators' duties, responsibilities, and rewards; skill in stress tolerance; adequacy of administrator preparation programs; encouragement to enter into school administration by significant others; desire for increased positional authority; desire for administrative responsibilities; acceptance of expected compensation for administrative responsibilities; personal economic resources that can be allocated to graduate study in school administration; perceptions of the possibility of promotion to or selection for positions in school administration; motivation; and a host of other factors. In this section, teachers' and administrators' perceptions about job satisfaction, life satisfaction, and school administration are explored.

Burnout in the Principalship

Whitaker (1993) studied the causes of frustration, rewarding aspects of the job, and issues of status, recognition, and autonomy among principals. Principals reported that they had need for (a) better support systems, (b) more attractive salaries and benefits, and (c) greater opportunities for professional growth. Principals perceived a lack of backing and understanding from central office personnel that compelled them to establish networks to provide formal and informal support systems. Half of the principals expressed a need for more and better financial rewards and perks both to attract and to retain principals to compensate for the long hours, summer commitments, and additional responsibilities of the principalship. Principals also reported that they needed to add a whole strata of leadership skills--more sophisticated and complicated--to keep pace with their job responsibilities. Whitaker (1993) reached a conclusion that was alarming and challenging:

> If the data on the number of principals who will exit their jobs in the next few years are accurate, districts must be able to attract and retain excellent leaders for principalships. As pressure to improve schools continues at a time of shrinking resources and education bashing, we cannot afford to overlook the vital role principals play in the education of our children. The costs are too high. (p. 35)

Job Satisfaction of Superintendents

One of the major attractions of the superintendency is the breadth and depth of job and role responsibilities. The same breadth and depth of responsibilities also produce great demands on those who hold the job and role. Maintaining positive personal relationships with board members and coping with special interest groups, lack of finances, student assessment and testing, accountability, changing demographics, lack of time to "get things done," having to respond to insignificant matters, complying with state-mandated reforms, and initiating new programs are but a few of the issues that superintendents must face (Glass, 1992). Nevertheless, superintendents are willing to tolerate stress as an occupational hazard as long as they believe that their job and role is important.

How do superintendents who are female view their jobs? In one study, they noted satisfaction in (a) making a difference; (b) making change; (c) providing direction; (d) meeting children's needs; (e) having control; and (f) working with people (Grady & Brock, 1993). The female superintendents also reported a variety of benefits from the superintendency: (a) working with people; (b) achieving a career goal; (c) having a chance for growth; (d) gaining skills; (e) enjoying the job; (f) enjoying variety of work; and (g) enjoying financial benefits. The majority (65%) reportedly experienced "a great deal" of self-fulfillment from their work; 27%

reported a "mixed" sense of self-fulfillment while only 8% had "little" sense of self-fulfillment from the superintendency.

While nearly two-thirds of superintendents obtain considerable satisfaction in their role, superintendents in smaller districts are less satisfied than those in larger districts. Superintendents in smaller districts must complete many tasks that are inappropriate to the position, have little help, and have more tension and stress with intrusive board members who want to micro-manage the district and their communities who may observe every move of the superintendent (Glass, 1992). Younger (40 to 44) superintendents are more likely to feel "very great stress" than veterans over 60. Nevertheless, two-thirds (67.7%) of the superintendents said that they prefer to be in a superintendency; only one in seven (14.1%) indicated that they would prefer to be outside of education.

Job Satisfaction of High School Principals

High school principals identified four major roadblocks that interfered with principals and assistant principals: amount of time required for administrative detail, lack of time to do the work, lack of funds for operation and improvement of their schools, and apathetic or irresponsible parents (Pellicer et al., 1988). In the same study, principals perceived their jobs as having greater job security, more opportunity to help others, greater prestige in their role, more scope for independent thought, and greater self-fulfillment than in the past. They were least satisfied with working conditions, salary, assistance from superiors, and the amount of time they need to devote to the job. High school assistant principals were least satisfied with their salaries and the amount of time they had to devote to the job; however, they were more satisfied with the assistance they received from their superiors. The interest groups that affect principals the most are athletic, band, and music boosters and teachers' organizations. Most principals would make the same

career choice: Definitely yes - 54% and Probably yes - 25% ; only one in seven (15%) indicated that they would seek a position as superintendent while one in eight (12%) would seek a central office position other than superintendent (Pellicer et al, 1988).

Job Satisfaction of Assistant Principals

"Some people say assistant principals do what the principals don't want to do, and maybe that's the true description of it" (Marshall, 1993, p. 16). If such is the case, wherein lies job satisfaction for assistant principals (APs)? APs derive job satisfaction from (a) the rewards of their work with students, teachers, controlling the culture of their schools, and solving problems; (b) preserving time for a personal life; (d) developing methods for stress management; (e) caring for students through discipline; (f) working behind the scenes; (g) flexibility and discretion in their daily work; (h) consistent policy from superordinates; (i) noninterference with their jobs; (j) professional affiliations; (k) salary, benefits, rewards, awards, symbols, and ceremonies; and (l) the values, philosophies, and priorities of the assistant principalship (Marshall, 1993). The relationship with the principal can be either a source of job satisfaction or dissatisfaction.

Not surprisingly, APs are likely to compare their salaries with principals and teachers in their own districts and not with some national median salary for APs. Because of their year-round contracts and supervisory duties after the school day, many APs contend that they earn less than teachers, that teachers get paid for extra work and activities that APs do not, and that the gap between their salaries and their principals is too large.

Assistant principals can be frustrated when restructuring and site-based management policies are poorly limited, e.g., when APs are left out of the loop. Sexism, low turnover, the preference for "new blood" in filling vacant

principalships, and having greater responsibilities are other sources of job dissatisfaction for assistant principals.

Job Security

While the percentage of superintendents who felt a "great deal" of job security increased from 25.5% of a year ago to 27.6% in 1993, about one in four (24.2%) felt "little" or no job security (Education Vital Signs, 1993, A16). Elementary school principals reported the greatest security in their jobs and were followed by junior high or middle school principals, high school principals, and lastly, by superintendents as shown in Table 11 . The percentage of high school principals who have a "great deal" of job security dropped to 30.2%, down from 38.3% of a year ago. The percentage of junior high and middle school principals who said they had no job security increased from 3% of a year ago to 4.9% in 1993. Feelings of job insecurity among superintendents are heightened by increases "in the number of special interest and pressure groups trying to influence district policy and decisions ... (and) a lack of community support" (Education Vital Signs, 1993, p. A16).

Table 11

Assessment of Perceived Job Security of Superintendents, High School Principals, Junior High/Middle School Principals, and Elementary Principals by Percentage

Position	None	Little	Some	Great
Superintendents	7.1	17.1	48.2	27.6
High School Principals	5.4	12.8	51.7	30.2
Junior High/Middle School Principals	4.9	9.8	45.1	40.2
Elementary Principals	3.9	9.8	42.6	43.8

The biggest attraction for superintendents to move (42.8%) is to a larger district after they have accomplished their goals and to meet the challenges of a new job (Glass, 1992). But 30.1% of superintendents in the smallest districts leave because of conflict with their boards; in the largest districts, only 9.3% left because of board conflict. Overall, one in six (16.7%) superintendents moved because of board conflict.

Length of the Work Week

Administrators generally work long hours each week as noted in Table 12. Superintendents (83.0%) and high school principals (85.3%) report working 51 or more hours per week. Three of four junior high or middle school principals (76.3%) and elementary school principals (73.4%) also report working more than 51 hours per week (Education Vital Signs, 1993, A17). In an earlier study, Pellicer and his co-researchers reported that 86% of principals and 58% of assistant principals reported working 50 or more hours per week (Pellicer et al., 1988).

In a recent study, half (51.1%) of superintendents reported working between 50 and 60 hours per week while an additional 29% worked in excess of 60 hours per week; the work week was even longer for high school principals as 95.3% reported working over 50 hours per week (Boothe et al., 1994). What takes so much time?

- More than half of the superintendents (55%) and about two-thirds of high school principals (62%) need more time than just five years ago to maintain routine operations and programs.
- Paperwork takes more time of 71% of the superintendents and 78% of high school and junior high principals.
- Making changes and improvement takes more hours for superintendents than five years ago (78%). Most high school principals (83%) and junior high school principals (80%) also report having to spend more time on improvements.

Adequacy of Compensation

In spite of the long hours worked each week and job insecurity, more superintendents (61.8%) considered that they were adequately compensated than elementary school principals (46.5%), high school principals (45.8%), and junior high or middle school principals (43.6%) (Education Vital Signs, 1993, A17). If less than half of all principals do not feel adequately compensated for their long hours, job stress, and lack of support from the central office, to what extent will they remain in the principalship, recruit and mentor their replacements, or seek to move into the superintendency? Boothe and associates (1994) also found that while half (49%) reported their jobs were too demanding on their time, 71% reported high job satisfaction. Furthermore, only one in twelve (8%)--regardless of region of the country or level of school administration--was seriously dissatisfied with their jobs.

Table 12

Average Hours Worked Per Week by Superintendents, High School Principals, Junior High/Middle School Principals, and Elementary Principals by Percentage

Position	30-40	41-50	51-60	60 +
Superintendents	1.2	15.9	51.2	31.8
High School Principals	0.7	4.0	54.5	40.9
Junior High/Middle School Principals	-	23.8	52.5	23.8
Elementary Principals	0.9	25.7	50.3	23.1

ATTITUDES TOWARD JOB AND LIFE SATISFACTION AND BEING AN ADMINISTRATOR

Three surveys were developed to measure educators' job satisfaction, life satisfaction, and attitudes toward being an administrator, A cover letter accompanied each survey. A stratified random sample of 300 members of the Nebraska State Education Association (NSEA) was selected. Life on the Job Satisfaction Survey was mailed to 100 members of NSEA with a 50% return rate, and Life Satisfaction Survey was sent to 100 NSEA members with a 37% return rate. An Administrator Opinion Survey was sent to 100 NSEA members with a 49% return rate.

A stratified random sample of 300 members of the Nebraska Council of School Administrators (NCSA) was selected. A Job Satisfaction Survey was mailed to 100 members of NCSA with a 90% return rate. A Life Satisfaction Survey was sent to 100 NCSA members with a 70% return rate. An Administrator Opinion Survey was sent to 100 NCSA members with an 80% return rate.

Vickie Stephenson, research assistant for the Millard Public Schools, compiled and analyzed the data. Dr. John Crawford, Director of Planning and Evaluation for the Millard Public Schools, provided guidance, expertise, and the hardware and software for the data analysis.

Job Satisfaction

Members of the stratified random samples were asked to rate 18 factors related to job satisfaction on a five-point scale: 1 = Very Dissatisfied; 2 = Moderately Dissatisfied; 3 = Not Sure; 4 = Moderately Satisfied; and 5 = Very Satisfied. Mean scores were determined for each factor. Information on the age, gender, level of assignment, race, and setting is presented in Tables 13 through 18.

Age

Respondents from the Nebraska State Education Association (N = 50) were a younger population than the members of the Nebraska Council of School Administrators (N = 90). Two of five (40%) of the NSEA members were 40 years of age or below while only about one of five (22%) administrators was that young.

Table 13

Age of Respondents to Job Satisfaction by Percentages

Age	NSEA Members (N = 50)	NCSA Members (N = 90)
- 30	10	1
31 - 35	18	2
36 - 40	12	19
41 - 45	22	28
46 - 50	20	20
51 - 55	8	16
56 - 60	10	11
61 - 65	0	2
66 -	0	1

Gender

The majority (72%) of NSEA members were female while only 12% of the NCSA respondents were female.

Table 14

Gender of Respondents to Job Satisfaction by Percentages

Gender	NSEA Members (N = 50)	NCSA Members (N = 90)
Female	72	12
Male	28	88

Level of Assignment

Twice as many of the NSEA respondents' level of assignment was at the elementary and middle levels in comparison to NCSA members. One in four (26%) NSEA member was assigned to the secondary level while one in six (16%) of the NCSA respondents was assigned to the secondary level. About the same proportion of NSEA members (10%) and NCSA members (8%) reported that they held multiple position. A smaller proportion of NSEA members (4%) worked in special education than did the NCSA members (8%).

Table 15

Level of Assignment of Respondents to Job Satisfaction by Percentages

Level of Assignment	NSEA Members (N = 50)	NCSA Members (N = 90)
Elementary	40	21
Middle	14	6
Secondary	26	16
Superintendent	0	28
Special Education	4	8
Central Office	0	12
Other	6	2
Multiple positions	10	8

Race

Both groups were predominately Caucasian--92% of the NSEA members and 99% of the NCSA members.

Setting

Almost equal proportions of NSEA members were from suburban (15%) and urban (19%) communities. Although only 24% of Americans live in rural areas, 12,000 of the nation's 15,000 school districts have fewer than 3,000 students and

nearly 6,000 have fewer than 600 students (Glass, 1992). In Nebraska, only about 37 districts enroll more than 1,000 pupils (Kriha & Miller, undated, p. 4). Information on the setting of members of NCSA is not available as the question was inadvertently omitted from the survey instrument.

Table 16

Race of Respondents to Life on the Job Satisfaction by Percentages

Race	NSEA Members (N = 49)	NCSA Members (N= 90)
Asian	4	0
Black	0	1
Caucasian	92	99
Hispanic	0	0
Native American	2	0

Table 17

Setting of Respondents to Job Satisfaction by Percentages

Setting	NSEA Members (N = 48)	NCSA Members (N= 90)
Rural	67	Not available
Suburban	15	Not available
Urban	19	Not available

Factors Related to Job Satisfaction

The chief factors related to job satisfaction of the members of the Nebraska State Education Association, as reflected by the mean scores, were:

1. Freedom to choose your method of teaching 4.48
2. Commitment to job 4.39

3. Your fellow teachers 4.32
4. The sense of accomplishment you receive from work 4.28
5. Your opportunity to use your abilities 4.26

The chief factors related to job satisfaction of the members of the Nebraska Council of School Administrated, as reflected by the mean scores, were:

1. The variety in your job 4.49
2. Commitment to job 4.43
3. The responsibility you are given 4.38
4. Freedom to choose your own method of teaching 4.32
5. Your relations between the administration and the teachers in your district 4.19

The teachers and administrators who responded to the instrument on Job Satisfaction gave high ratings to commitment to their jobs and freedom to choose their own methods.

The lowest rated factors related to job satisfaction of the members of the Nebraska State Education Association, as reflected by the mean scores, were:

14. Attention paid to your suggestions 3.40
15. The recognition you receive for good work 3.37
16. Chances for promotion 3.32
17. Your pay and related benefits 3.26
18. The way the district is administered 3.18

The lowest rated factors related to job satisfaction of the members of the Nebraska Council of School Administrated, as reflected by the mean scores, were:

14. Your job security 3.84
15. Chances for promotion 3.60
16. The recognition you receive for good work 3.59

17. Your pay and related benefits	3.55
18. Your working hours	3.37

The teachers and administrators shared similar ratings on recognition for good work, chances for promotion, and pay and related benefits.

Table 18

Mean Scores of Factors Related to Job Satisfaction by Members of NSEA and NCSA

Job Satisfaction Factors	NSEA (N = 50)	NCSA (N = 90)
1. The physical working conditions of your school	3.65	4.08
2. Freedom to choose your method of teaching	4.48	4.32
3. Your fellow teachers	4.32	4.09
4. Your immediate supervisor	3.62	4.11
5. The responsibility you are given	4.18	4.38
6. The recognition you receive for good work	3.37	3.59
7. Your opportunity to use your abilities	4.26	3.88
8. Your relations between the administration and the teachers in your district	3.46	4.19
9. Chances for promotion	3.32	3.60
10 The way the district is administered	3.18	4.11
11. Your pay and related benefits	3.26	3.55
12. Attention paid to your suggestions	3.40	4.04
13. Your working hours	3.70	3.37
14. The variety in your job	4.20	4.49
15. Your job security	4.24	3.84
16. The sense of accomplishment you receive from work	4.28	4.17
17. Commitment to job	4.39	4.43
18. Taking everything into consideration how satisfied are you with your job	3.94	4.14

Life Satisfaction

Members of the stratified random samples were asked to rate 16 factors related to life satisfaction on a five-point scale: 1 = Very Dissatisfied; 2 = Moderately Dissatisfied; 3 = Not Sure; 4 = Moderately Satisfied; and 5 = Very Satisfied. Mean scores were determined for each factor.

Age

Nearly half (49%) of the 37 NSEA members who responded to the Life Satisfaction Survey was 40 years of age or below while about one in five (22%) of the 70 NCSA members was that young. Only 16% of the NSEA respondents was 51 or older while 30% of the NCSA respondents was 51 or over.

Table 19

Age of Respondents to Life Satisfaction by Percentages

Age	NSEA Members (N = 37)	NCSA Members (N = 70)
- 30	11	4
31 - 35	16	4
36 - 40	22	14
41 - 45	30	13
46 - 50	5	34
51 - 55	8	6
56 - 60	8	16
61 - 65	0	7
66 -	0	1

Gender

Three of four (76%) of the NSEA members was female while the administrators were predominantly (81%) were male.

Table 20

Gender of Respondents to Life Satisfaction by Percentages

Gender	NSEA Members (N = 37)	NCSA Members (N = 69)
Female	76	19
Male	24	81

Level of Assignment

Over half (46%) of the NSEA members was assigned to elementary and middle levels in comparison to 29% of the NCSA members. A smaller proportion of NSEA members (22%) taught at the secondary level while nearly one in three (31%) of the NCSA members was an administrator at the secondary level.

Table 21

Level of Assignment of Respondents to Life Satisfaction by Percentages

Level of Assignment	NSEA Members (N = 37)	NCSA Members (N = 70)
Elementary	43	21
Middle	14	8
Secondary	22	31
Superintendent	0	19
Special Education	8	3
Central Office	0	4
Other	5	4
Multiple Positions	8	9

Race

The respondents of both groups were almost all Caucasian--97% of the NSEA members and 99% of the NCSA members.

Table 22

Race of Respondents to Life Satisfaction by Percentages

Race	NSEA Members (N = 37)	NCSA Members (N= 70)
Asian	0	0
Black	0	1
Caucasian	97	99
Hispanic	3	0
Native American	0	0

Setting

The setting of the communities of the respondents to the Life Satisfaction Survey was as follows: (a) Rural - 72% of NSEA members and 78% of NCSA members; (b) Suburban - 11% of NSEA and 13% of NCSA; and (c) Urban - 17% of NSEA and 9% of NCSA. Again, the higher enrollments in suburban and urban settings reflect the proportions of NSEA and NCSA members in those settings.

Table 23

Setting of Respondents to Life Satisfaction by Percentages

Setting	NSEA Members (N = 36)	NCSA Members (N= 69)
Rural	72	78
Suburban	11	13
Urban	17	9

Factors Related to Life Satisfaction

As reflected by the mean scores, the main factors related most positively to life satisfaction for NSEA members were:

1. Your moral standards, values, and religious beliefs	4.76
2. Your family life	4.50
3. Your life with your spouse or significant other	4.49
4. The neighborhood that you live in	4.43
5. The formal education and training you received	4.42

Respondents from NCSA gave overall higher ratings to:

1. Your moral standards, values, and religious beliefs	4.70
2. The house, apartment, or residence you live in	4.42
3. The neighborhood that you live in	4.36
4. Your family life	4.27
5. Your life with your spouse or significant other	4.26

The teachers and administrators who responded to the Life Satisfaction Survey share the most satisfaction with their moral standards, values, and religious beliefs; family life; life with spouse or significant other; and the neighborhood they live.

As reflected by the mean scores, the main factors related least positively to life satisfaction for NSEA members were:

14. How you feel these days, both physically and mentally	3.84
15. Your standard of living, the things you can buy or do	3.81
16. What you are accomplishing away from the job	3.41
17. The present administration of local government	3.27
18. The present administration of national government	2.72

The factors with the lowest means for life satisfaction of the NCSA members were:

14. The way you spend your leisure time	3.87
15. Your social life and friends	3.73
16. What you are accomplishing away from the job	3.70
17. The present administration of local government	3.23
18. The present administration of national government	2.81

On Life Satisfaction, the factors rated lowest by both teachers and administrators were "what you are accomplishing away from the job, the present administration of local government, and the present administration of national government."

Table 24

Mean Scores of Factors Related to Life Satisfaction by Members of NSEA and NCSA

Life Satisfaction Factors	NSEA (N = 37)	NCSA (N = 70)
1. The present administration of national government	2.72	2.81
2. The way your spend your leisure time	4.08	3.87
3. Your social life and friends	3.97	3.73
4. Your moral standards, values, and religious beliefs	4.76	4.70
5. Your present state of health	4.27	4.23
6. What you are accomplishing away from the job	3.41	3.70
7. Your family life	4.50	4.27
8. Your life with your spouse or significant other	4.49	4.26
9. The present administration of local government	3.27	3.23
10. The formal education and training you received	4.42	4.23
11. The house, apartment, or residence you live in	4.32	4.42
12. Your standard of living, the things you can buy or do	3.81	4.03
13. The community where you live	4.24	4.07
14. The neighborhood that you live in	4.43	4.36
15. How you feel these days, both physically and mentally	3.84	3.93
16. Now, taking everything into consideration, how satisfied are you with your life off the job	4.12	4.05

Influential Factors for Becoming an Administrator

Members of the stratified random samples were asked to rate 12 factors related to becoming an administrator on a five-point scale: 1 = Not Important; 2 = Somewhat Important; 3 = No Opinion; 4 = Important; and 5 = Very Important. Mean scores were determined for each factor.

Age

Of the 49 (49% return rate) NSEA members who responded to the survey on factors related to becoming an administrator, a little over one in three (36%) was 40 years of age or younger while less than half (15%) that of the NCSA members (N = 81) was that young.

Table 25

Age of Respondents to Factors Related to Becoming an Administrator by Percentages

Age	NSEA Members (N = 49)	NCSA Members (N = 81)
- 30	10	1
31 - 35	12	4
36 - 40	14	10
41 - 45	31	24
46 - 50	18	21
51 - 55	8	28
56 - 60	2	9
61 - 65	4	4
66 -	0	0

Gender

Almost two of three (63%) of the respondents from NSEA were females while only one in seven (14%) of the NCSA respondents was female.

Table 26

Gender of Respondents to Factors Related to Becoming an Administrator by Percentages

Gender	NSEA Members (N = 49)	NCSA Members (N = 80)
Female	63	14
Male	37	86

Level of Assignment

Twice the percentage of NSEA respondents (39%) in comparison to NCSA members (17%) was assigned to the elementary level. One in five (21%) of the NCSA respondents was a superintendent.

Table 27

Level of Assignment of Respondents to Factors Related to Becoming an Administrator by Percentages

Level of Assignment	NSEA Members (N = 49)	NCSA Members (N = 81)
Elementary	39	17
Middle	14	10
Secondary	27	31
Superintendent	0	21
Special Education	4	4
Central Office	0	7
Other	4	5
Multiple positions	12	5

Race

All the respondents from NCSA were Caucasian; 94% of the members of NSEA was of that race. A small proportion of the NSEA members was Black (2%), Native American (2%), and Other (2%)

Table 28

Race of Respondents to Factors Related to Becoming an Administrator by Percentages

Race	NSEA Members (N = 49)	NCSA Members (N= 81)
Asian	0	0
Black	2	0
Caucasian	94	100
Hispanic	0	0
Native American	2	0
Other	2	0

Setting

The setting of the communities was as follows: Rural - 85% of NSEA members and 65% of NCSA; Suburban - 10% of NSEA and 26% from NCSA; and Urban - 4% from NSEA and 9% from NCSA. The large percentage of NSEA members (85%) from rural settings seems to be out of proportion to the distribution of teachers state-wide.

Table 29

Setting of Respondents to Factors Related to Becoming an Administrator by Percentages

Setting	NSEA Members (N = 48)	NCSA Members (N= 78)
Rural	85	65
Suburban	10	26
Urban	4	9

Factors Related to Becoming an Administrator

In this opinionnaire, respondents were asked to rate, on a five-point scale, 12 selected factors related to becoming an administrator. The chief factors for members of NSEA, according to mean scores, were:

1. Personal obligations in my life 4.14
2. Job responsibilities of administrators 4.08
3. The location of administrative positions 3.98
4.5. The salary of administrators 3.96
4.5. The lack of job security in administrative positions 3.96

Members of NCSA identified the following factors as most important to their deciding to become administrators:

1. Personal aspirations 4.37
2. Desire for a leadership position 4.18
3. Encouragement from others 4.01
4. Job responsibilities of administrators 4.00
5. The salary of administrators 3.83

The item with the highest mean score for the teacher respondents was, "Personal obligations in my life" (4.14); for the administrators the item was

"Personal aspirations" (4.37). Both groups identified a personal factor as most important in deciding to become an administrator but opted for "obligations" or "aspirations." Two factors that were shared by both groups were "Job responsibilities of administrators" and "The salary of administrators." Administrators rated "Desire for a leadership position" and "Encouragement from others" highly. The latter two factors were among the lowest rated factors for respondents from teachers.

The lowest rated factors for members of NSEA, according to means scores, were:

8. Personal aspirations	3.61
9. Desire for a leadership position	3.45
10. Decreased contact with students	3.27
11. Encouragement from others	3.24
12. Community prestige	2.55

Members of NCSA identified the following factors as least important to their deciding to become administrators:

8.5. The availability of administrative positions	3.10
8.5. The location of administrative positions	3.10
10. Community prestige	2.94
11. The lack of job security in administrative positions	2.26
12. Decreased contact with students	2.10

Four other factors that were viewed differently were "Personal aspirations" (high for administrators but low for teachers); "Desire for a leadership position (also high for administrators but low for teachers); "The location of administrative positions (high for teachers but low for administrators); and "The lack of job security in administrative positions (also high for teachers but low for administrators).

According to the means, both groups gave lower ratings to "Decreased contact with students" and "Community prestige."

Table 30

Mean Scores of Factors Related to Becoming an Administrator by Members of NSEA and NCSA

Factors Related to Becoming an Administrator	NSEA (49)	NCSA (81)
1. Desire for a leadership position	3.45	4.18
2. The salary of administrators	3.96	3.83
3. The availability of administrative positions	3.73	3.10
4. The location of administrative positions	3.98	3.10
5. The lack of job security in administrative positions	3.96	2.26
6. Personal obligations in my life	4.14	3.19
7. Job responsibilities of administrators	4.08	4.00
8. Community prestige	2.55	2.94
9. Personal aspirations	3.61	4.37
10. Encouragement from others	3.24	4.01
11. Education level or certification requirements	3.92	3.21
12. Decreased contact with students	3.27	2.10

ADMINISTRATORS' POSITION PERCEPTIONS

A questionnaire was designed and sent to 150 randomly selected members of the Nebraska Council of School Administrators who were asked to (a) rate factors related to their selection of current administrative position; (b) indicate if they were seeking a different administrative position, and if so, what position and why; and (c) provide demographic information. The response rate was 78.7%. The respondents provided the following information related to age, gender, race, assignment, and location of district.

Age

The age of the 114 respondents who provided such information was distributed as follows:

Age	Number	Percent
- 30	1	1
31 - 35	3	3
36 - 40	22	19
41 - 45	21	18
46 - 50	26	23
51 - 55	24	21
56 - 60	11	10
61 - 65	6	5
66 -	0	0

Over a fifth (23%) of the respondents was 40 years of age or younger; over a third (36%) was 51 or older who could be eligible for retirement by the year 2004.

Gender

Of the 113 respondents who indicated their gender, 15 (13.3%) were female and 98 (86.7%) were male.

Race

The respondents indicated their race (N = 118) as follows: Black - 3 (2.5%); Caucasian - 114 (96.6%); and Hispanic - 1 (0.8%).

Current Position Assignments

The administrators' position assignments were reported for position, number, and percentage:

Position	Number	Percent
Elementary School Principal	37	31
Middle School Principal	5	4
Secondary School Principal	28	24
Special Education Director	5	4
Superintendent	33	28
Central Office	3	3
K - 12 Principal	2	2
Activities Director	3	3
Staff Director	1	1
Department Chairperson	1	1
Total	118	101*

*Percentage does not total 100 due to rounding.

Setting

Over three of four (N = 89 or 78%) of the respondents indicated that they were located in a rural setting, 14 (12%) in a suburban setting, and 11 (10%) in an urban setting.

Factors Related to Selection of Current Administrative Position

The first question asked was, "Why did you select your current administrative position?" The administrators were given 16 factors to rate on the following scale: 1 = No Influence; 2 = Some Influence; 3 = Moderate Influence; 4 = Significant Influence; and 5 = Strong Influence. In Table X, the results are shown by "Factor," "Number (N)," percentage of responses for each rating, and a "Mean" for each item.

Mean Rating

A mean score was determined for each item. The mean was determined (a) by finding the product of the number of responses for each of the ratings on the five-point scale for each stem; (b) summing the products; and (c) dividing the sum of the products by the number of respondents.

Most Influential Factors

The five most influential factors, as determined by computing the means were:

1. Opportunity to make a difference	4.34
2. Leadership	3.94
3. Encouragement	3.51
4.5 Professional freedom (tied)	3.46
4.5 Professional experience (tied)	3.46

Moderate Influential Factors

The five factors in the middle, as determined by computing the means were:

6. Salary and fringe benefits	3.42
7. Opportunity for advancement	3.40
8. Reputation of district	3.28
9. Availability	3.19
10. Level of respect	2.91

Least Influential Factors

The five least influential factors, as determined by computing the means were:

11. Geographic location	2.83
12. Time commitment required	2.23
13. Level of stress	2.20
14. Power	2.18
15. Get out of classroom	1.57

Table 31

Perceptions of Administrators on Sixteen Factors Related to Selection of Current Administrative Position by Number of Responses (N), Percentage, and Means

		Level of Influence					
Factor	N	No	Some	Moderate	Significant	Strong	Mean
Encouragement	110	11%	11%	18%	36%	24%	3.51
Leadership	110	3	5	15	48	28	3.94
Salary & Fringe Benefits	110	7	15	24	38	16	3.43
Professional Freedom	110	7	13	23	41	16	3.46
Opportunity to Make a Difference	110	3	3	7	33	55	4.34
Power	106	36	28	23	8	5	2.18
Level of Respect	105	17	16	32	27	8	2.91
Get Out of Classroom	106	65	20	8	7	0	1.57
Geographic Location	109	34	10	15	21	20	2.83
Availability	105	15	18	20	26	21	3.19
Professional Experience	108	8	9	29	35	19	3.46
Time Commitment Required	108	40	19	23	13	5	2.23
Opportunity for Advancement	109	14	12	17	34	23	3.40
Reputation of District	105	15	14	16	36	19	3.28
Level of Stress	99	43	17	21	12	6	2.20
Other	13	31	23	15	15	15	2.62*

* Mean from a small number (13) of responses to "Other."

Consideration to Seeking a Different Administrative Position

When asked, "Have you considered seeking a different administrative position?" 51% of the 90 who responded to the item indicated "Yes."

Preference for a Different Administration Position

Of those who indicated that they have considered seeking a different administrative position (N = 46), they noted position preferences as follows:

Superintendent	(N = 33)	37%
Central Office	(N = 19)	21%
Secondary principal	(N = 13)	15%
Elementary principal	(N = 10)	11%
Other	(N= 10)	11%
Special Education Director	(N = 4)	4%

The number of administrative positions totals 89 as the 46 administrators who indicated that they have considered seeking a different administrative position selected more than one.

Factors Related to Seeking a Different Administrative Position

As a follow-up to "Which position would you seek?" those who answered "Yes," were asked to rate the factors related to "Why would you seek that position?" as were given for the first question.

Mean Rating

A mean score was determined for each item. The mean was determined (a) by finding the product of the number of responses for each of the ratings on the five-point scale for each stem; (b) summing the products; and (c) dividing the sum of the products by the number of respondents.

Most Influential Factors

The five most influential factors--with a sixth from a tie, as determined by computing the means, were:

1. Opportunity to make a difference 4.41
2 Professional experience 4.06
3. Leadership 3.84
4. Professional freedom 3.79
5.5. Reputation of district (tied) 3.78
5.5. Level of stress (tied) 3.78

Moderate Influential Factors

The four factors in the middle, as determined by computing the mean were:

7. Opportunity for advancement 3.77
8. Salary and fringe benefits 3.59
9. Availability 3.55
10. Encouragement 3.10

Table 32

Perceptions of Administrators on Sixteen Factors Related to Selection of Future Administrative Position by Number of Responses (N), Percentage, and Means

		Level of Influence					
Factor	N	No	Some	Moderate	Significant	Strong	Mean
Encouragement	58	17%	16%	22%	29%	16%	3.10
Leadership	67	4	4	22	40	28	3.84
Salary & Fringe Benefits	66	2	12	29	41	17	3.59
Professional Freedom	58	3	7	16	55	19	3.79
Opportunity to Make a Difference	64	1	3	6	31	58	4.41
Power	56	29	27	34	9	2	2.29
Level of Respect	75	32	16	23	20	9	2.59
Get Out of Classroom	70	73	7	7	9	4	1.64
Geographic Location	63	19	14	22	29	5	3.08
Availability	58	9	9	21	43	19	3.55
Professional Experience	71	3	1	18	42	35	4.06
Time Commitment Required	58	14	17	29	26	14	3.08
Opportunity for Advancement	62	6	11	8	47	27	3.77
Reputation of District	55	5	5	24	36	29	3.78
Level of Stress	57	16	21	19	23	21	2.95
Other	0	0	0	0	0	0	0

Least Influential Factors

The five least influential factors, as determined from the means, were:

11. Geographic location	3.08
12. Time commitment required	3.08
10. Level of respect	2.59
14. Power	2.29
15. Get out of classroom	1.64

Summary

The most influential factors for selecting current position and for seeking a different position were as follows:

Most Influential Factors

For Selecting Current Position	For Seeking a Different Position
1. Opportunity to make a difference	1. Opportunity to make a difference
2. Leadership	2. Professional experience
3. Encouragement	3. Leadership
4.5. Professional freedom	4. Professional freedom
4.5 Professional experience	5.5. Reputation of district
	5.5. Level of stress

Four factors--"Opportunity to make a difference," "Leadership," "Professional freedom," and "Professional experience"--were in both lists. Two factors, "Reputation of district" and "Level of stress," were among the **most** influential factors for "seeking a different position" while "encouragement" was displaced.

A comparison of the responses, as ranked from the means, shows the least influential factors for selecting current position and for seeking a different position as follows:

Least Influential Factors

For Selecting Current Position	For Seeking a Different Position
11. Geographic location	11. Geographic location
12. Time commitment required	12. Time commitment required
13. Level of stress	13. Level of respect
14. Power	14. Power
15. Get out of classroom	15. Get out of classroom

Four factors--"Geographic location," "Time commitment required," "Power," and "Get out of classroom"--were common in both lists as **least** influential factors.

SUMMARY, CONCLUSIONS, OBSERVATIONS, AND RECOMMENDATIONS

Summary

This section contains an overview of the efforts of the Task Force.

Purpose

In light of the potential exodus of school administrators from active service in the State of Nebraska and nation, a task force was formed to study the supply and demand of school administrators within the State of Nebraska.

The Design of the Study

Information for this study was gathered through data supplied by the Data Center of the Nebraska Department of Education on administrative endorsements and on position holders, a review of selected references, and the administration of questionnaires on selected factors.

The following is a listing of salient points from the review of selected references and collections of data.

Background

1.1. The passage of LB 292 in the 1993 session of the Nebraska Legislature that instituted the "rule of 90" for the retirement of school administrators has raised concerns about the supply and demand of administrators in the State.

1.2. Approximately half of principals and superintendents nationwide are expected to retire in the 1990s.

1.3. Compilation of data on the supply and demand of school administrators is difficult because: (a) supply and demand are nebulous concepts; (b) variations exist between and among agencies and institutions in categorizing data; (c) administrators may hold multiple certificates and endorsements but may intend to hold only one position, may not desire to hold an administrative position, may not be active in administration, may be active in an administrative role in another state and may or

may not desire to transfer to another state, and may have additional options; and (d) data requested are not always provided, are not retrievable in the manner requested, or, in the first place, are simply not collected and stored.

1.4. Most school administrators are white males with much formal education, e.g., 70% of principals are male and 86% of public school principals are white who have earned a master's degree or beyond.

Preparation programs

2.1. Preparation routes follow a predictable track from teaching through preparation in a graduate program in educational administration to administrative certification and endorsement. Not all preparation programs are equal in staffing, admission standards, and rigor, however, nor are all states' requirements for certification and endorsement equal.

2.2. Alternative approaches to administrative certification are proposed by some critics of education.

2.3. Alternative approaches to administrative certification ignore candidates who are the traditional source of supply.

2.4. Women and members of minority groups are under-represented in school administration. Discrimination and role conflict are possible causes of under-representation.

2.5. Women and minority superintendents have reportedly benefited from mentoring programs more often than male and ethnic nonminority superintendents.

2.6. Classroom teaching has and may continue to serve as the platform for passage into school administration.

2.7. Attractive candidates for school administration must be identified, encouraged, and recruited from the ranks of classroom teachers.

2.8. Preparation programs must be designed by professors and practitioners with a blending of the knowledge base, research, internships, and mentoring.

2.9. Internships and "assistant" roles must provide maximum learning opportunities and consist of more than mundane tasks that are nothing more than drudgery.

2.10. Nationally, too few administrators rate their administrator preparation programs as "excellent" and educational research as "highly useful."

2.11. Nationally, high school principals propose traditional routes to principal certification and give little support to contemporary elements.

Administrative endorsements in Nebraska

3.1. In Nebraska, 1,480 administrators are certified to serve as superintendents in the some 325 such positions; 60% of those certificate-holders are or will be eligible for retirement within the next ten years. Only one in sixteen is below the age of 40. Males hold 88% of superintendent endorsements while only one in eight is female.

3.2. In Nebraska, there 1,354 principalships with 2,765 educators certified for those positions. About a third of those endorsed for the principalship will be eligible for retirement within the next ten years. One in five is below age 40. Males hold 65.6% of endorsements for principalships.

Administrative position holders in Nebraska

4.1. Over half (52%) of the 325 superintendents will be eligible for retirement within ten years; all superintendents are "White, not Hispanic" and 98.4% are males.

4.2. Of the 36 assistant superintendents, 43.3% will be eligible for retirement within ten years; 89% are males and one is Black.

4.3. Nearly three in ten of the 342 secondary school principals will be eligible for retirement within ten years and another 46.5% within the following decade; 95% are male and 97% are "White, not Hispanic."

4.4. Nearly half (47%) of the 796 elementary school principals will be eligible for retirement within ten years and another 19% within the following decade; 68% are male and 97% are "White, not Hispanic."

4.5. About a fourth (26%) of the 154 assistant secondary school principals will be eligible for retirement within years; 79% are male and 89% are "White, not Hispanic."

4.6. About a tenth (11%) of the 62 assistant elementary school principals will be eligible for retirement within ten years; 60% are female and 82% are "White, not Hispanic" and one in six (16%) as "Black, not Hispanic."

4.7. Almost a third (30%) of the 65 directors of special education will be eligible for retirement within ten years; 52% are males and 100% are "White, not Hispanic."

4.8. Of all administrative positions in Nebraska schools, 69% are held by males; 39% are held by educators who are 51 years of age or older; and 97% are "White, not Hispanic."

Administrative Vacancy Notices

5.1. Information on administrative vacancies was obtained for 1991-1992 in which there were 292 listings and for 1992-1993 in which there were 308 openings.

Job and Life Satisfaction

6.1. Principals attribute burnout to lack of support systems, lack of parental support, low salaries and benefits relative to the long hours to do the work, lack of backing from central office personnel, too few opportunities for professional growth, and burgeoning responsibilities. Nevertheless, 79% of principals would repeat the principalship as a career choice.

6.2. Superintendents are burdened with maintaining good relationships with their board members, coping with special interest groups, declining resources, increasing requests for programs and services, changing demographics, clamor for

accountability, lack of time, and state-mandated reforms while being asked to initiate new programs. Two of three (67%) superintendents would prefer the superintendency over other positions.

6.3. Less than half of any group of administrators perceive that they have "great" job security: 28% of superintendents, 30% of high school principals, 40% of junior high or middle level principals, and 44% of elementary principals.

6.4. Three of four school administrators have a work week of 51 or more hours. In a separate study, 49% reported their jobs were too demanding on their time but 71% reported high job satisfaction.

6.5. More superintendents (62%) consider that they are adequately compensated than elementary school principals (47%), high school principals (46%), and junior high or middle school principals (44%).

Surveys of Job Satisfaction, Life Satisfaction, and Toward Becoming an Administrator

Attitudes Toward Job Satisfaction

7.1. The chief factors related to job satisfaction of NSEA members were: Freedom to choose your own method of teaching; Commitment to job; Your fellow teachers; The sense of accomplishment you receive from work; and Your opportunity to use your abilities.

7.2. The chief factors related to job satisfaction of NCSA members were: The variety in your job; Commitment to job: The responsibility you are given; Freedom to choose your own method of teaching; and Your relations between the administration and the teachers in your district.

7.3. The members of NSEA and NCSA shared low ratings on job satisfaction for: The recognition your receive for good work, Chances for promotion; and Your pay and related benefits.

Attitudes Toward life Satisfaction

8.1. The chief factors related to life satisfaction of NSEA members were: Your moral standards, values, and religious beliefs; Your family life; Your life with your spouse or significant other; The neighborhood that you live in; and The formal education and training your received.

8.2. The chief factors related to life satisfaction of NCSA members were: Your moral standards, values, and religious beliefs; The house, apartment, or residence you live in; The neighborhood that you live in; Your family life; and Your life with your spouse or significant other.

8.3. The members of NSEA and NCSA shared low ratings on life satisfaction for: What you are accomplishing away from the job; The present administration of local government; and The present administration of national government.

Influential Factors for Becoming an Administrator

9.1. The most influential factors for NSEA members toward becoming an administrator were: Personal obligations in my life; Job responsibilities of administrators; The location of administrative positions; The salary of administrators; and The lack of job security in administrative positions.

9.2. The most influential factors for NCSA members that led them to become administrators were: Personal aspirations; Desire for a leadership position; Encouragement from others; Job responsibilities of administrators; and The salary of administrators.

9.3. Some differences about the factors that influence educators to become administrators were noted from a comparison of mean scores:

- "Personal aspirations" was rated high by administrators but low by teachers.
- "Desire for a leadership position" was rated high by administrators but low by teachers.

- "The location of administrative positions" was rated high by teachers but low by administrators.
- "The lack of job security" was rated high by teachers but low by administrators.

Survey of Administrators' Position Perceptions

A self-report questionnaire was developed and mailed to 150 randomly selected members of NCSA. They were asked to (a) rate factors related to current position and to seeking a different position and (b) supply demographic data.

10.1. The response rate of the 114 NCSA members was 79%.

10.2. The five most influential factors related to selection of current administrative position were: Opportunity to make a difference; Leadership; Encouragement; Professional freedom; and Professional experience.

10.3. The file least influential factors related to selection of current administrative position were: Geographic location; Time commitment required; Level of stress; Power, and Get out of classroom.

10.4. The six most influential factors related to seeking another administrative position were: Opportunity to make a difference; Professional experience; Leadership; Professional freedom; and (tied by mean scores) Reputation of district and Level of stress.

10.5. The file least influential factors related to seeking another administrative position were: Geographic location; Time commitment required; Level of respect; Power, and Get out of classroom.

Conclusions

1. Large numbers and percentages of school administrators will be eligible for and retiring within ten years, i.e., 1994 - 2003, in Nebraska and the nation,

2. Conducting research on the supply and demand of school administrators is complex.

3. Most school administrators are white males.

4. All school administrators have a high level of formal education as most hold a master's degree or beyond.

5. Preparation into school administration follows a predictable, if not universal, track from classoom teaching through completion of an administrator preparation program that leads to certification and endorsement. That track is, however, traditional; can be pursued from among some 500 programs in higher education institutions that are differentiated in quality as many administrators do not view their preparation as "excellent," permit part-time study, and fail to inculcate the value of educational research; too seldom provide challenging assignments in assistant roles; and resistant to change.

6. Within the next ten years, the rate of administrators who are eligible for retirement by position is: superintendent - 52%; assistant superintendent - 43%; secondary school principals - 29%; elementary school principals - 47%; assistant secondary school principals - 26%; assistant elementary school principals - 11%; and directors of special education - 30%.

7. School administrators feel the burdens of: (a) lack of support systems and backing from superordinates and parents; (b) low salaries and benefits relative to the long hours they work; (c) too few opportunities for professional growth; (d) expanding responsibilities for meeting students' needs that are often neither related to school programs and to educator's roles nor properly funded; (e) pressure from special interest groups; (f) lack of time even though more than three of four school administrators work 51 hours or more per week; (g) mandates for reform that are top-down; (h) poor job security; and (i) changing social forces that can have the impact of an earthquake, hurricane, or tornado upon a school community.

8. Notwithstanding the burdens upon them, over two of three school administrators prefer the positions they hold.

9. Members of NSEA and NCSA, according to mean scores, obtain job satisfaction from: Freedom to choose their method teaching, Commitment to job. NSEA members rated highly "Your fellow teachers" as a source of job satisfaction while NCSA members rated highly "Your relations between the administration and teachers in your district."

10. Members of NSEA and NCSA could find their jobs more satisfying with better recognition for their work, chances for promotion, and pay and benefits.

11. Members of NSEA and NCSA, according to mean scores, obtain life satisfaction from: Your moral standards, values, and religious beliefs; Your family life; Your life with your spouse or significant other; and The neighborhood that you live in.

12. Members of NSEA and NCSA gave lowest ratings to life satisfiers of: What you are accomplishing away from the job; The present administration of local government; and The present administration of national government. The latter may reflect a nationwide spirit of malaise of the recession-ridden 1990s.

13. According to mean scores, NSEA and NCSA members saw two factors as influential toward becoming an administrator: Job responsibilities of administrators and The salary of administrators.

14. NCSA members, according to mean scores, rated "Personal aspirations" and "Desire for a leadership position" highly as influential factors toward becoming an adminstrator while NSEA members rated them low.

15 "The location of administrative positions" and "The lack of job security" were rated high, according to mean scores, as influential factors toward becoming a school administrator by NSEA members but low by NCSA members.

16. The factors that influence educators to become school administrators must be capitalized upon and negative factors must be improved.

17. School board members, community members and leaders, and school administrators in each locality share responsibility for improving working and living conditions of school administrators and teachers; the attractiveness of school administration as a profession and career; and, most importantly, the economic, emotional, political, psychological, and social factors that enhance learning, teaching, and the administration and organization of their schools.

Observations

The members of the Task Force have identified and expressed concerns about:

1. the quality of candidates in the talent pool for administrative positions as well as about the quantity of applicants for such positions;
2. the probability that the demand for high quality school administrators will become more chronic in the next ten years;
3. the awareness of school board members, hiring officials, and community leaders and citizens of their responsibility to attract highly qualified, not merely certified, applicants for administrative positions in a job market that may be increasingly competitive;
4. the under-representation of females and ethnic minorities in administrative positions;
5. the need for aggressive recruitment efforts to attract candidates into administrative roles and careers;
6. the need to blend administrative and organizational theory, educational research, internship and practicum experiences, on-the-job training, mentoring, and best practices into the preparation and development of aspiring administrators;

7. the responsibility of superordinates--school board members, superintendents, building principals, and central office administrators--all in turn to identify and reward efforts of their subordinates and to give public recognition to their subordinates' dedicated efforts to enhance their productivity, morale, job and life satisfaction, and desire to enter into or to remain in school administration;
8. the responsibility of superordinates--school board members, superintendents, building principals, and central office administrators--all in turn to acknowledge their subordinates' needs for support systems, financial and psychic rewards, opportunities for professional growth and promotion, job security, and other job and life satisfiers; and
9. some noticeable differences among job satisfiers between members of NSEA and NCSA and among attitudes toward becoming an administrator.

Recommendations

The members of the Task Force recommend that:

1. information from this study be presented at conferences and through newsletters of the Nebraska Association of School Boards and the Nebraska Council of School Administrators;
2. information from the study be presented to the State Board of Education;
3. a referral program for potential candidates be established and that incentives be provided to encourage participation in such a referral program;
4. the members of the Nebraska Council of School Administrators establish a mentoring system for all new administrators to enhance the induction of newcomers into the profession of school administration;
5. a press release be distributed to all news outlets in the State relative to the supply and demand of school administrators in Nebraska;

6. school officials analyze working conditions for administrators in their districts and attendance centers and seek to improve them;
7. school officials recognize the long hours and stressful conditions imposed upon administrators and give them public recognition, rewards, and support for their services to children and youth;
8. school officials identify prospective administrators from the ranks of teachers in their districts, encourage them to consider school administration as a profession and career, provide them with released time to pursue graduate studies, offer professional opportunities for development and advancement within the district and attendance centers, promote administration as a desirable career, offer mentoring programs for aspiring administrators, provide suitable financial and psychic benefits, and promote conditions that improve job and life satisfaction for all school personnel.

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APPENDIX A
SATISFACTION QUESTIONNAIRE
LIFE ON THE JOB

Satisfaction Questionnaire

The following statements consider aspects of your life on the job. Please rate how satisfied you are at the present time. Use the following 5 point scale and circle your answer.

Very Dissatisfied 1	Moderately Dissatisfied 2	Not Sure 3	Moderately Satisfied 4	Very Satisfied 5

1.	The physical working conditions of your school.	1	2	3	4	5
2.	The freedom to choose your own method of teaching.	1	2	3	4	5
3.	Your fellow teachers.	1	2	3	4	5
4.	Your immediate supervisor.	1	2	3	4	5
5.	The responsibility you are given.	1	2	3	4	5
6.	The recognition you receive for good work.	1	2	3	4	5
7.	Your opportunity to use your abilities.	1	2	3	4	5
8.	Your relations between the administration and the teachers in your district.	1	2	3	4	5
9.	Your chances for promotion.	1	2	3	4	5
10.	The way your district is administered.	1	2	3	4	5
11.	Your pay and related benefits.	1	2	3	4	5
12.	The attention that is paid to your suggestions.	1	2	3	4	5
13.	Your working hours.	1	2	3	4	5
14.	The variety in your job.	1	2	3	4	5
15.	Your job security.	1	2	3	4	5
16.	The sense of accomplishment you receive from your work.	1	2	3	4	5
17.	Your sense of commitment or attachment to your job.	1	2	3	4	5
18.	Now, taking everything into consideration, how satisfied are you with your job?	1	2	3	4	5

19. Demographic information

Age:

_____ -30
_____ 30-35
_____ 36-40
_____ 41-45
_____ 46-50
_____ 51-55
_____ 56-60
_____ 61-65
_____ 66-

20. Gender _____Male
_____Female

21. Assignment
_____Elementary
_____Middle School
_____Secondary
_____SPED
_____Superintendent
_____Central Office
_____Other_____

22. Race: (_____ Asian) (_____ Black) (_____ Caucasian) (_____ Hispanic)
(_____ Native American) (_____ Other _____)

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APPENDIX B

SATISFACTION QUESTIONNAIRE

LIFE OFF THE JOB

Satisfaction Questionnaire

The following statements consider aspects of your life off the job. Please rate how satisfied you are at the present time. Use the following 5 point scale and circle your answer.

Very Dissatisfied 1	Moderately Dissatisfied 2	Not Sure 3	Moderately Satisfied 4	Very Satisfied 5

1.	The present administration of national government.	1	2	3	4	5
2.	The way you spend your leisure time.	1	2	3	4	5
3.	Your social life and friends.	1	2	3	4	5
4.	Your moral standards, values, and religious beliefs.	1	2	3	4	5
5.	Your present state of health.	1	2	3	4	5
6.	What you are accomplishing in your life away from the job.	1	2	3	4	5
7.	Your family life.	1	2	3	4	5
8.	Your life with your spouse or other significant person.	1	2	3	4	5
9.	The present administration of local government.	1	2	3	4	5
10.	The formal education and training you have received.	1	2	3	4	5
11.	The house, apartment, or residence that you live in.	1	2	3	4	5
12.	Your standard of living, the things you can buy or do.	1	2	3	4	5
13.	The community where you live.	1	2	3	4	5
14.	The neighborhood that you live in.	1	2	3	4	5
15.	How you feel these days, both physically and mentally.	1	2	3	4	5
16.	Now, taking everything into consideration, how satisfied are you with your life off the job?	1	2	3	4	5

17. Demographic information

Age:

_____ -30
_____ 30-35
_____ 36-40
_____ 41-45
_____ 46-50
_____ 51-55
_____ 56-60
_____ 61-65
_____ 66-

18. Gender _____Male
_____Female

19. Assignment
_____Elementary
_____Middle School
_____Secondary
_____SPED
_____Superintendent
_____Central Office
_____Other _____

20. Race: (_____ Asian) (_____ Black) (_____ Caucasian) (_____ Hispanic)
(_____ Native American) (_____ Other _____)

21. Is your school district in a (_____ rural), (_____ suburban), (_____ urban) area?

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APPENDIX C

TEACHER QUESTIONNAIRE

FACTORS TO BECOME A SCHOOL ADMINISTRATOR

Teacher Questionnaire

To what extent would each of the following factors influence your decision to become a school administrator? Please circle your answer using the following rating scale.

Not Important	Somewhat Important	No Opinion or Neutral	Important	Very Important
1	2	3	4	5

1.	Desire for a leadership position.	1	2	3	4	5
2.	The salary of administrators.	1	2	3	4	5
3.	The availability of administrative positions.	1	2	3	4	5
4.	The location of administrative positions.	1	2	3	4	5
5.	Job security in administrative positions.	1	2	3	4	5
6.	Personal obligations in my life.	1	2	3	4	5
7.	Job responsibilities of administrators.	1	2	3	4	5
8.	Community prestige.	1	2	3	4	5
9.	Personal aspirations.	1	2	3	4	5
10.	Encouragement from others.	1	2	3	4	5
11.	Education level or certification requirements.	1	2	3	4	5
12.	Decreased contact with students.	1	2	3	4	5

13. Demographic information

Age:

_____ -30
_____ 31-35
_____ 36-40
_____ 41-45
_____ 46-50
_____ 51-55
_____ 56-60
_____ 61-65
_____ 66-

14. Gender _____Male
_____Female

15. Assignment
_____Elementary
_____Middle School
_____Secondary
_____SPED
_____Other _____

16. Race: (_____ Asian) (_____ Black) (_____ Caucasian) (_____ Hispanic)
(_____ Native American) (_____ Other _____)

17. Is your school district in a (_____ rural), (_____ suburban), (_____ urban) area?

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APPENDIX D

ADMINISTRATOR QUESTIONNAIRE

FACTORS TO BECOME A SCHOOL ADMINISTRATOR

Administrator Questionnaire

To what extent did each of the following factors influence your decision to become a school administrator? Please circle your answer using the following rating scale.

Not Important 1	Somewhat Important 2	No Opinion or Neutral 3	Important 4	Very Important 5

1.	Desire for a leadership position.	1	2	3	4	5
2.	The salary of administrators.	1	2	3	4	5
3.	The availability of administrative positions.	1	2	3	4	5
4.	The location of administrative positions.	1	2	3	4	5
5.	The lack of job security in administrative positions.	1	2	3	4	5
6.	Personal obligations in my life.	1	2	3	4	5
7.	Job responsibilities of administrators	1	2	3	4	5
8.	Community prestige.	1	2	3	4	5
9.	Personal aspirations.	1	2	3	4	5
10.	Encouragement from others.	1	2	3	4	5
11.	Education level or certification requirements.	1	2	3	4	5
12.	Decreased contact with students.	1	2	3	4	5

13. Demographic information
Age:
_____ -30
_____ 30-35
_____ 36-40
_____ 41-45
_____ 46-50
_____ 51-55
_____ 56-60
_____ 61-65
_____ 66-

14. Gender _____Male
_____Female

15. Assignment
_____Elementary
_____Middle School
_____Secondary
_____SPED
_____Superintendent
_____Central Office
_____Other _____

16. Race: (_____ Asian) (_____ Black) (_____ Caucasian) (_____ Hispanic)
(_____ Native American) (_____ Other _____)

17. Is your school district in a (_____ rural), (_____ suburban), (_____ urban) area?

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